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ABSTRACT

Designed to assist individual public libraries in the development of policies and procedures, these guidelines include examples and/or samples of points that should be considered and addressed in a policy manual. Following a brief introduction, the guide is divided into four sections, each of which contains a set of general policy statements accompanied by a checklist of recommended procedures to follow. The topics addressed in these sections include: (1) Public Library Role Descriptions (community activities center and information center, formal education support and independent learning center, popular materials center, preschoolers' door to learning, reference library, research center); (2) Governing Authority (board membership/development, board responsibilities/administrative librarian, finances, personnel); (3) Facilities (accessibility, users and usage, materials); and (4) Services: Reference (services to special populations, programs, public relations). A 159-item bibliography is provided. Ten appendices make up the major part of the guide: (1) Glossary; (2) Library Services Policies; (3) Elements of Personnel Policies--Example: St. Louis Public Library Personnel Policies (covers generic personnel policies, enployee classifications, job descriptions, duties and procedures, pre-employment guides, exit interviews, performance evaluation, orientation of new employees, and library volunteers); (4) Collection Development (includes weeding); (5) Basic Reference (includes alternative reference tools); (6) Trustees and Community Involvement; (7) Evaluation of Services (including personnel); (8) excerpts of library documents relating to intellectual freedom; (9) Lighting; and (10) Current Space Needs (includes guidelines for determining minimum space requirements and a library space planning guide). (MAB)

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GUIDELINES FOR DEVELOPING POLICIES AND PROCEDURES IN MISSOURI PUBLIC LIBRARIES

BY

THE MISSOURI STATE LIBRARY

1990

Edited By

Stan Gardner

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INTRODUCTION[2]

This document is designed to be a guide for individual public libraries in the development of policies and procedures. It includes examples and/or samples of points that should be considered and addressed in a policy manual. **It is up to the individual library to develop the policies that best fit their circumstances.**

A policies and procedures manual is intended to be a tool for use by the library board and staff to provide continuity, operational activities, and direction for the institution. In order to do a good job, one must understand for whom one works; the functions and goals of one's organization; and the role of each staff member.

The Coordinating Board for Higher Education has set public policy goals for the improvement of library service in the state. Having basic guidelines that every public library in Missouri follows would help meet these goals. These guidelines would do this by encouraging consistency in operation, service delivery, and resource sharing among Missouri libraries.

Since no public library can stand alone in view of the public's need for expanded information services, it is essential that the public library adopt in its policies a mission statement. Part of that mission statement should address the library's intent to provide access to the community it serves.

This document is divided into sections, each of which contains a set of general policy statements accompanied by a checklist of recommended procedures to follow.

The appendixes include sample policies, guidetables, and other information that were taken from a wide variety of sources.

Any library needing help in developing a policy manual can call on the Missouri State Library which has Consultants available to help public libraries.

HISTORICAL BACKGROUND

Public library development in Missouri, in contrast to that in some other states, was slow to develop, except in the major cities. The Missouri Library Commission, forerunner of the present Missouri State Library, was established in 1907. Not until 1944 was there an attempt to establish public libraries across the state. In 1961 16% of the population was without local public library service. Today, 1990, that number has been reduced to about 9%.

In the past standards have been developed by the Missouri State Library. This document is simply an expansion and updating of those earlier versions.

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[2] Where the term "**The Library**" is used as a noun, it can refer to the library board, the administrative librarian, the library staff, to services or programs offered, or to all of these in the aggregate.

THE ROLE OF THE PUBLIC LIBRARY

The library board working with the librarian and staff is responsible for determining the role of the library.

The Public Library Association has developed the following eight sample roles to assist local libraries in organizing services to meet local needs. The library decides which combination of roles it will chose and what level of emphasis to place on each role. For a detailed explanation, consult McClure, PLANNING AND ROLE SETTING FOR LIBRARIES: A Manual of Options and Procedures. (Chicago: ALA, 1987)

1. Community Activities Center

The library is a central focus point for community activities, meetings, and services. It works closely with other community agencies and organizations to provide a coordinated program of social, cultural, and recreational services.

The library provides both meeting room space and equipment for community - or library - sponsored programs. Programs might include book talks, health information fairs, book discussion groups, community issues forums, speaker series, concerts, art exhibits or humanities programs. The library may be a source of programming for local cable television. Library facilities may be used for organizations providing health testing programs, tax assistance, or for youth groups, voter registration, community clubs, and the like.

2. Community Information Center

The library is a clearinghouse for current information on community organizations, issues, and services. The library maintains a high profile as a source of information about community services. It responds to community problems with specialized services provided both inside and outside the library building, such as a job information and skills center for a community with high unemployment.

The library may create local directories, maintain files of local organizations and service agencies, or index local newspapers. The library participates in community referral networks, and maintains and publicizes a master calendar of community events. The library participates with other agencies in planning programming or information fairs on community issues such as drug abuse and teenage pregnancy.

3. Formal Education Support Center

The library assists students of all ages in meeting educational objectives established during their formal courses of study. This may include students in elementary and secondary schools, colleges, community colleges, universities, or technical schools, as well as those involved in training programs, literacy or adult basic education, and continuing education courses. This emphasis on registration for formal instruction distinguishes the Formal Education Support Center from the Independent Learning Center.

The library offers tours for classes and instructs students on using library tools. It may sponsor a homework service using volunteers to assist students with assignments. In cooperation with local schools, the library may reserve special materials to meet classroom assignment needs. It may develop a clearinghouse to identify providers of formal education and training or may support a literacy program. To assist faculty, the library may supply supplementary print and audiovisual material for classroom use.

Libraries emphasizing this role may specify the educational levels supported (for example, elementary and secondary, but not post-secondary).

4. Independent Learning Center

The library supports individuals of all ages pursuing a sustained program of learning independent of any educational provider. These individuals set their own learning objectives to meet such concerns as citizen education, self-improvement, job-related development, hobbies, and cultural interests. The staff helps learners identify an appropriate learning path, determines needed resources, and obtains those resources from where ever necessary. Continuing, intensive staff involvement or counseling with individual learners is a distinguishing characteristic of this role.

The library may function as an educational information center providing occupational counseling or learning/skill inventory tools to help individuals assess their needs. Other services may include a learning exchange, linking individuals with others offering to teach a skill, or provide adult programs on high interest learning topics, such as nutrition. Staff may assist children with interests, such as pets, rock or stamp collection, book collecting or dinosaurs. They may prepare "pathfinders," - guides on selected topics, and help learners identify a customized sequence of study materials.

5. Popular Materials Center

One of the most important services a public library provides is making available recreational materials in all formats. More than eighty percent of a public libraries users are primarily interested only in recreational materials. This is not an optional collection development area; it is an area that must be served. Look at Appendix D: Collection Development for ways to incorporate it into your policies.

The library features current high demand, high interest materials in a variety of formats for persons of all ages. The library actively promotes and encourages the use of its collection. Merchandising techniques, such as face-out shelving, displays, or paperbacks near the checkout area, may be used within the library. Special booklists may be distributed or materials gathered together to encourage circulation in connection with a library program, such as a children's story hour, summer reading program or a young adult program. The library may circulate materials at off-site outlets, such as shopping malls or community facilities. For residents in the community with limited access to library facilities, the library may include popular materials in its services to jails, nursing homes, etc.

Libraries selecting this role may specify age groups for formats to be emphasized.

6. Preschoolers' Door To Learning

The library encourages young children to develop an interest in reading and learning through services for children, and for parents and children together. Parents and other adult care givers can locate materials on reading readiness, parenting, child care, and child development. Cooperation with other child care agencies in the community is ongoing.

The library promotes reading readiness from infancy, providing services for self-enrichment and for discovering the pleasures of reading and learning. Services may include programs for infants, for parents and toddlers, and for parents e.g., "read aloud," day care story hour, traditional storytelling, parenting skills development workshops, educational games, and booktalks. The library may provide outreach to day-care facilities, or reading readiness programs. Programming introduces children and adults concerned with children to a wide range of materials and formats.

7. Reference Library

The library actively provides timely, accurate, and useful information for community residents in their pursuit of job-related and personal interests. The library promotes on-site and telephone reference/information services to aid users in locating needed information. This service may range from answering practical questions e.g., how to remove garden pests, what to feed a guinea pig, how to apply for a job, what is the name of the poem that starts with..., to researching business-related topics providing consumer information. The library participates in interlibrary loan and cooperative reference services to meet patrons' needs for information not available locally.

Libraries selecting this role may identify subject areas of particular strength or emphasis.

8. Research Center

The library assists scholars and researchers to conduct in-depth studies, investigate specific areas of knowledge, and create new knowledge. The library's collection, generally developed over a long period of time, is a source of exhaustive information in selected subject areas (historic, cultural, scientific, and social). The library engages in this role as a result of tradition, community expectations, or state library agency plans, and is likely to be a net lender for interlibrary loan activity. It may make special services available to scholars and other researchers, such as assigned carrels and lockers, customized database searching services, or operation of a photocopy center.

A library choosing this role should specify the subject disciplines in which it intends to be a Research Center. For example, in a city with a major glass fabrication industry, the public library may maintain a research collection in such areas as glass chemistry or art glass.

GOVERNING AUTHORITY

The public library is established and maintained according to the provisions of the Missouri statutes. The governing body of the public library is the library board. Board members are appointed in accordance with state law as the policy making body, and should observe its full legal responsibilities, duties and rights, employing such legal and other counsel as necessary, and attending board meetings regularly.

Checklist:

1. The first priority of any library board is to see that all of its residents have free access to tax supported public library services.

2. The board establishes goals and objectives and adopts bylaws, rules, policies, and regulations for it's own guidance and for the governance of the library. These should be reviewed annually and revised as needed.

3. The board has complete authority, within legal limits, over the library's budget. The board follows statutory requirements as to fiscal year audit, annual and other reports, and the budgeting process.

4. The board hires the administrative librarian and delegates active management of the library to that person. Board members must not get involved in the day to day operation of the library, to do so would void the reason the administrative librarian is hired.

5. Board meetings will be held as specified in the bylaws, at a time and place convenient for the board and for the community, in accordance with the state law on public meetings. The administrative librarian must attend; other staff should be encouraged to attend.

6. The board should adopt a mechanism to keep up with pending legislation on the local, state, and national levels that affects libraries. Board members and library staff should actively participate in the legislative process to effect change that will benefit Missouri library users.

7. The board must assure that adequate records on library operation are kept and that complete reports are made annually to the community, any corporate authority, the Missouri State Library, and any other appropriate agency.

8. Board members and library staff will be familiar with Missouri library law and any

other state or federal laws which affect library operations such as minimum wage, unemployment compensation, criminal theft of library materials, open meetings act, censorship, and confidentiality of library records. Provisions should be made to safeguard the library against conflict of interest.

The Development of Active, Participating Board Members

There should be a continuing program for encouraging activity and participation of board members and for identifying new talent for board membership. Board members should be appointed for their interest in the library, their value in interpreting the needs of all segments of the community, in developing financial, and economic resources, and in establishing and maintaining sound library policy. The board should represent the wide range of population and community characteristics, and should not be chosen for partisan reasons. The board itself should accept the responsibility of seeking balanced representation.

A board that merely follows basic legal requirements will not be performing at the level necessary to provide the minimum quality of service; It must assume other obligations such as active participation in the state library association, Missouri State Library workshops and committees, American Library Association committees, and other related committees in order to serve adequately.

Checklist:

1. The board and administrative librarian should conduct a meaningful and comprehensive orientation program for each new board member, recognizing that few citizens will come to a board fully equipped with knowledge necessary to perform quality service.

2. Knowledge is maintained and enhanced by board member participation in continuing education. The administrative librarian should conduct an orientation program for each new board member. New board members should attend statewide orientation meetings, and all board members should attend trustee continuing education programs sponsored by the state library, Missouri Library Association, and other library organizations.

3. Financial provision (a line item in the budget) is made for payment of board member dues to library associations and their expenses for attendance at appropriate workshops and conferences whenever possible.

(See Appendix F, Section 2 for checklists of board members duties and responsibilities.)

Differentiated Responsibilities of the Board and of the Administrative Librarian

Board members and the administrative librarian must understand their respective functions, differentiating areas of joint responsibility from those in which the board members or the administrative librarian are solely responsible.

The board carries full responsibility for the library and its policies. It should initiate policy development after consultation with the library director and staff.

The board selects, appoints, and regularly evaluates the performance of the administrative librarian, who serves as chief administrator with full professional responsibility for planning, administering library policy, personnel selection and management, development and administration of programs and services, and overall supervision of the selection of material.

When the administrative librarian independently changes or fails to follow established policy, or when the board engages in direct management of the library, both are violating standards of sound administration.

Checklist:

1. The library should have a written long-range plan, developed by the board and staff with input from the community and including a mission statement which clearly defines the purpose of the public library in its community. The various possible functions of a public library such as recreation, information resource, or continuing education are delineated for the particular community. At the very least, the plan outlines goals regarding administrative and fiscal matters, personnel, collection development, programs and services, public relations, and facilities.

2. The library's plan should include specific measurable objectives tailored to meet the needs of the individual community, a timetable for implementation, and be available for public inspection.

3. The administrative librarian and the board jointly study, plan, and develop library policies. This shared responsibility includes a study of library trends and an awareness of applicable legislation. Policies are written; are available for public inspection; and include the specific issues found in the appendices of this document. A detailed community analysis is essential to effective planning.

4. The board and staff annually review and update the long-range plan and evaluate the library's performance on the basis of the stated objectives and these guidelines.

5. The library updates the analysis of the community at least once every five years to determine user and nonuser needs and interests.

6. Based on the results of the above analysis, recommendations for action are made to the library board. Goals and objectives with specific time frames shall be established.

7. A summary of library statistics is reported to the board on a regular basis.

8. The library cooperates in gathering statistical and other needed information when requested by the State Library.

(See Appendix F, Section 2, for checklists of Board-related activities.)

FINANCING THE LIBRARY

The Missouri Constitution supports free public libraries, "It is hereby declared to be the policy of the state to promote the establishment and development of free public libraries and to accept the obligation of their support by the state and its subdivisions and municipalities ..." (Constitution of Missouri, Section 10.)

Library boards are responsible for providing the best possible service to their communities. They are mandated to expend tax money in the best interest of the library and its clientele. Taxing at the maximum level permitted by law should be a goal for all public libraries in the State of Missouri. Failure to tax at the minimum level of 10 mills, or funds from a tax source equal to 10 mills, makes a library ineligible to receive Federal funds or State Aid.

Funds to support library development and innovative programs from both state and federal sources are disbursed to eligible public libraries, and administered by the Missouri State Library.

Checklist:

1. All public libraries are supported by either a direct library levy of at least 10 mills or municipal funds at least equal to that amount. Grants and donations supplement, but do not replace, the basic funding structure of the library.

2. The library receives financial support from the area served sufficient to provide a level of library service consistent with the long-range plan of service and the guidelines in this document.

3. On an annual basis, the library board determines if primary appropriations are sufficient to meet the standards set forth

in this document and to accomplish objectives in the library's long-range plan.

4. On an ongoing basis, the library treasurer verifies that the library's income received from all sources equals or exceeds the amount levied and appropriated.

5. The annual library budget is developed jointly by the administrative librarian, and staff at various levels, prior to final approval by the board.

6. Financial reports are prepared by the administrative librarian for review at the board's regular meetings.

7. It is required by state law that financial reports, annual budgets, and audits be submitted to the Missouri state auditor's office, and to the Missouri State Library annually. (Constitution of Missouri, Section 24. and RSMo. 181.060.)

PERSONNEL

The library's most valuable resource is its staff. Because of this salaries usually account for the largest portion of the budget. A library must be adequately staffed by competent well-trained personnel in order to guarantee fast, efficient, and high-quality library service to the community. Providing quality library service in the 1990's and planning for service beyond the year 2000 is a demanding task. Like other professions, the library profession has recognized that one means of providing a high level of professional service is through approved educational programs. The American Library Association (ALA) supports this concept by its accreditation of graduate programs in library and information science. While acknowledging that each library employee must be evaluated on his or her specific talents, the commitment of the profession is to quality education for all library staff members. This document supports this commitment in particular by recommending the employment of graduates of ALA-accredited programs for all professional library positions.

Checklist:

1. The library must employ a permanent, paid, qualified director/administrative librarian who is responsible for the administration of the library under the governance of the library board.

2. The library board will evaluate the performance of the director / administrative librarian.

3. The library must have a permanent, paid,

qualified staff member who is responsible for all library personnel (may be the same person as specified in #1).

4. The library board must have personnel policies that outline the conditions and requirements for employment that are consistent with state and federal regulations, and are reviewed each year. This would include such programs as Equal Employment Opportunities and Affirmative Action, and reflect the ethnic and cultural background of the community.

5. The library should have a written personnel-classification plan describing the job duties of each staff classification, any educational and experience requirements, and the salary range. Salaries, hours, and benefits in the position classification shall be comparable in all grades and steps with other community positions requiring similar educational preparation and with similar job assignments.

6. Personnel policies and practices are written, made available to all staff members, and address the elements outlined in Appendix C of this document.

7. The administrative librarian will evaluate all personnel in the library, or delegate the evaluation process to direct/level supervisors.

8. There is a planned orientation program for all new employees.

9. The library allocates a portion of its budget to reimburse staff for the costs of continuing education activities, including travel and paid work time for attendance. Staff at all levels are encouraged to attend workshops and other continuing education activities at the local, state and national level, which will help them grow and develop in their jobs.

See Appendix C for additional information and examples of Personnel Policies.

FACILITIES

The library building should be efficiently designed, flexible, attractive, functional, and expandable. Obviously, there cannot be a single, standard building that could be duplicated for every library situation. Local service needs differ and facilities should be planned as part of a long-range library development program, in response to identified community needs. Appealing, attractive appearance is important and should be striven for, in addition to the functional requirements of the building.

Due to rapidly changing technology and its implications for library service, libraries are in a period of transition. Whether planning new buildings or expanding and remodeling old facilities, consideration must be given to adapting the library environment to accommodate and take advantage of these changes. Traditional library buildings should be considered as only one way to deliver library service. Innovative systems should be designed for access to and delivery of library services through a full range of physical and electronic means to the places where people live and work.

Checklist:

1. The library is handicapped accessible and barrier free. (See Appendix J for details.)

2. All library buildings are maintained appropriately so that they comply with fire safety, health, state and local codes.

3. Emergency facilities are provided in accordance with the appropriate codes. Evacuation routes, fire exits, and the location of fire extinguishers are clearly marked.

4. Lighting levels comply with the standards issued by the Illuminating Engineering Society of North America. (See Appendix I for details)

5. There is proper temperature and humidity control throughout the building for the comfort of public and staff, as well as for the protection of library materials at any time of year.

6. The library provides adequate space to implement the full range of library services consistent with the library's comprehensive long-range plan and the guidelines in this document. The American Library Association's guidelines for determining minimum space requirements according to population served are given in Table 1 as a starting point, although identified community service needs must be a primary factor in determining needed space. (Appendix J provides a methodology for determining current & future space needs.)

7. The library has public meeting space available for its programming and, if needed (as indicated by the most recent community analysis), for use by other community groups.

8. Adequate and convenient parking is available to the library's patrons and staff

on or near the library site. User satisfaction and transportation patterns are analyzed to determine the amount of parking needed. At least one parking space must be sized and designated for use by the physically handicapped, and appropriate curb cuts provided as local and state ordinances determine.

9. The outside of the building is well lighted and identified with appropriate highly visible signs. At least one sign must include hours of service.

10. Facilities are provided for the return of library materials when the library is closed.

11. Each year the library determines the usage of available facilities and equipment (tables, chairs, microfilm readers, or photocopiers) by the hour of the day, using procedures outlined in A Data Gathering and Instruction Manual for Performance Measures in Public Libraries.

12. At least once each year, the administrative librarian, board and facilities maintenance staff conduct a "walk-through" and "walk-around" of the library building to assess the physical condition of the facility and to note any major repairs, maintenance, or improvements which may be needed.

13. At least every five years the administrative librarian, with input from the staff, completes and shares with the board a written space needs assessment based on the following:

    a. current space requirements;

    b. the most recent community analysis;

    c. estimated changes in access points, services, size of collection, types of materials, and staffing levels as in the library's long-range plan; and

    d. space requirements resulting from the implementation of the guidelines in this document.

14. A written Building Program Statement [2] is part of the library's long-range plan. It should include the library's space needs assessment as well as a strategy for attaining the library's goals for adequate and appropriate facilities, and should be updated at least every five years, in conjunction with the completion of an updated space needs assessment.

ACCESSIBILITY

In order for the public library to fulfill its mission of providing access for its patrons, user oriented hours, both in frequency and scheduling, is a key element. Access for the handicapped is essential for every public library, and should include communication access as well as physical access.

Checklist:

1. Library services are offered at a geographical location requiring no more than 15 minutes travel time (one way) in densely populated urban areas and 30 minutes (one way) elsewhere. (This could also include bookmobiles.)

2. Library hours are fixed and posted and include morning, afternoon, evening, and weekend hours based on users' and potential users' discretionary time.

3. The library has a catalog (either print or electronic) located in a prime area easily accessible to the user, the staff, and the materials.

4. Well designed signs are properly placed to identify the library's service areas as well as the library collection.

5. The library has a telephone with sufficient incoming lines to meet users' needs. The number is listed in both the white and yellow pages of the telephone directory.

6. The library provides access to its collections and services for patrons unable to travel to the library (homebound services, deposit collections, programs held outside the library).

7. The library has adopted policies consistent with principles set forth in the ALA Library Bill of Rights and its interpretations.

8. The library has or is in the process of converting all bibliographic and holdings information for its collection into machine-readable records using the MARC standard format, and has made these machine-readable records available for inclusion in the statewide database of holdings administered by the state library.

9. The library must participate as both a lender and borrower in the statewide interlibrary loan communications system.

DETERMINING USERS AND USAGE

Within its mission or role statement each library should determine its primary clientele. While all

community residents should be eligible for service, a library may decide to emphasize service to particular target groups over and above its general services during a particular planning period. This is a local decision and must be made on the basis of available resources, community profile, and priority setting.
In order to make such decisions, information on current use and users must be collected and analyzed. This will lead to consistent statistical gathering methods throughout the State.

Checklist:

1. The expiration date on registered borrowers' cards will be determined by policy, but should be three years or less, unless an automated circulation system is used to purge inactive patrons on a more frequent basis.

2. The library should determine the number of people who come into the library during a specified period of time each year and determine library visits per capita using the procedures outlined in the Public Library Association's Output Measures for Public Libraries.

3. The library determines annually the number of people who are registered borrowers compared to the total population served, using procedures outlined in the Public Library Association's Output Measures for Public Libraries.

4. By means of a citizen survey (conducted at least every five years) the library determines the percentage of the population that has used the library during the past year, by age, sex, occupation, race, or other meaningful groupings. Results of this survey are compared to the percentages of the population represented by those population groups in each community to determine the extent to which any of these groups are under-served.

MATERIALS

One of the public library's major functions is to acquire, assemble, organize, preserve, and make easily and readily available to all people a variety of print and non-print materials.

Materials acquired should not only enhance the growth and development of the collection but should also fulfill individual and community needs and interests. Library materials include, but are not limited to: books; periodicals; pamphlets; government publications; newspapers; pictures, films, slides, filmstrips, art reproductions, music scores, maps, recordings and tapes, microforms, television, audio and video recorders and players, computers, etc.

Professionally recognized review sources and guidelines in collection development should be utilized in the decision making process. Anticipated user needs as well as response to demonstrated needs and specific requests should be used as the basis for selection of materials.

The public library should provide resources which enable individuals to examine issues freely. Collections should contain materials setting forth a variety of views on all topics, but not necessarily in strict numerical balance. Libraries should participate in cooperative collection development activities.

Checklist:

1. The library must have a written policy for the selection of library materials and for general collection development or adopt the Library Bill of Rights (See Appendix H). The policy is based on community needs and encompasses materials selection, requests for reconsideration of materials, collection specialties and purchase priorities, evaluation, preservation of materials, and weeding of the collection. Examples of these elements are outlined in Appendix D.

2. The collection development policy is reviewed annually by the library staff.

3. The library allocates funds for purchasing material based on its collection development policy, the library's long range plan, current use, and the requirements of the role(s) the library has chosen.

4. All materials are selected and retained or discarded under the supervision of the administrative librarian and staff in accordance with the selection policy.

5. All materials, except those which are judged by the librarian to be irreplaceable or needed in the reference collection for basic informational services, are available for use outside the library.

6. The library maintains or provides timely access to collections in all non-book formats appropriate to the requirements of the role(s) the library has chosen.

7. A periodical usage study is conducted at least every five years to determine the appropriateness of the collection to user needs and the extent to which back files are used.

8. Using measurements found in the ALA publication Output Measures for Public Libraries, the library twice each year should determine:

   a. the percentage of specific titles desired by library users which are available at the time of request.

b. the percentage of time users find materials on a specific subject, or by specific author, at the time they look for them.

c. the percentage of people who find something they want during browsing compared to the number who browse.

d. the amount of time users must wait for materials which are not available at the time of the request.

e. how active its collection is by determining its annual turnover rate (how many times each item would have circulated during the year if circulation had been spread evenly throughout the collection).

f. the number of items that circulate for every person in the library's service area.

g. the number of items used in the library by patrons and staff in a ratio to the number of persons in the library's service area.

SERVICES: REFERENCE

The public library should provide accurate information and professional guidance in the use of its reference sources, community resources, and electronic databases. It should provide information by utilizing the most effective, rapid means of communication, **relying on both on-site and off-site communication sources.** All persons served by the library, regardless of age, sex, social or economic status, have a right to information services provided by the library.

Reference materials are defined by Webster's New Collegiate Dictionary as a "work containing useful facts of information" or "something that refers a reader or consulter to another source of information." The reference collection would not include such things as a general cookbook, or a general history of the U.S.

Checklist:

1. The library provides reference and readers' advisory services to residents of all ages, in person and when possible by telephone, during all hours the library is open.

2. All requests for information should be answered or referral initiated within one working day.

3. Status of the information referral is reported back to the library user within a

reasonable time period (three working days is recommended) and regular status reports shall be provided if the request takes longer.

4. The library has in its reference collections all books and periodicals recommended for libraries of its size in Appendix E.

5. The library makes available an accurate and up-to-date community information/resourcefile (including names of officers and contacts for community organizations and service agencies, providers of job and literacy skills, and so forth).

6. The library prepares bibliographies and other information-access guides and user aids to inform residents of the availability of resources on a specific topic or issue based on community needs.

7. Each year the library follows the procedures and definitions found in the Public Library Association's Output Measures for Public Libraries to determine:

   a. the number of reference transactions successfully completed in proportion to the number of transactions initiated.
   b. the average number of reference questions asked by each member of the community during the year.

8. Reference personnel should attend at least annually a workshop that reviews or upgrades their reference skills.

SERVICES: SPECIAL POPULATIONS AND SPECIAL NEEDS

Each library, as part of its policy statement, should make provisions for meeting the information needs of the varied individuals and groups in the community. Special groups can include, but are not limited to: children and young adults, senior citizens, physically handicapped, homebound, institutionalized, the disadvantaged, business people, local government offices, and members of service organizations. When special populations are identified, collections and programs can be developed to serve these users. Services may take the form of materials and outreach programs offered inside or outside the library.

Checklist:

1. The library identifies special populations in the community and determines to what extent the library can meet their needs.

2. The library includes in its goals and objectives the ways in which it will serve special populations and patrons with special needs.

3. The library surveys the community to see what other agencies are serving special populations and patrons with special

needs, and maintains a listing of these agencies available for public use. Referral services should be provided to special populations that can use the services of other agencies.

4. The library's collection development policy addresses the varied materials that may be needed to serve special populations and patrons with special needs. The library assists the blind and those physically handicapped unable to use standard print materials by directing them toward the appropriate services available from the Wolfner Library for the Blind and Physically Handicapped, which offers statewide services.

5. The library should develop a community resource file which is periodically updated to provide current referral information for special populations and patrons with specific needs.

6. The library maintains collections of materials in languages other than English to serve non-English speaking population groups residing within their service area.

7. Children and young adults should be considered as special populations groups and each group should receive consideration for its unique needs.

PROGRAMS

Public libraries offer programs for a variety of reasons. Some of these are: to attract new audiences to the library; to encourage patrons to use related materials; to inform people about a variety of subjects in a format other than the printed work; to entertain; to educate a specific audience.

Checklist:

1. The library includes a statement about its programming as part of its goals and objectives.

2. If programs are offered, the library regularly evaluates these programs using output measures as outlined in the Public Library Association's Output Measures for Public Libraries and/or other appropriate valuative measures.

PUBLIC RELATIONS

Public relations for a public library refers to many things, but primarily to the communication of a positive image, starting with the first impression people get when they walk in the door. All library staff and board members contribute to this image, from the maintenance staff who directly affect first impressions by the cleanliness of the library, to the technical services staff, whose cataloging practices can all-too easily give patrons a message that the library is not concerned about the difficulty they have in using the catalog. It is the public service staff that make the most long-lasting impression, however. Even when the library doesn't have the information a patron needs, they are generally satisfied if the staff are pleasant, try to be helpful, and have exhausted all resources available to the library.

Library policies, from meeting room policies to collection development policies, affect public relations; so does the physical layout of the building, the type of furniture, etc. All of these elements can give one of two messages: "We don't care," or "We do care...about your information needs, your comfort, your feelings, your convenience."

Publicity is one aspect of public relations. It refers to the means used to increase people's awareness of the library and library services.

Poor public relations can be as much a deterrent to people's ability and willingness to make use of the library, as are limited hours and physical barriers. In order to fulfill its purpose, as defined in this document, a public library must have an active, ongoing, planned, coordinated approach to public relations, and/or marketing library services.

Checklist:

1. Regardless of the size of the library, one staff member has primary responsibility for coordinating public relations.
2. A budget should be established for publicity and other public relations activities.
3. When library policies are reviewed annually, they should be evaluated on the basis of their effect on the library's relations with the public.
4. The library initiates publicity activities throughout the year, making use of TV and/or radio exposure, newspaper articles, columns, and advertisements, talks to community groups and organizations; posters, flyers, brochures, and other printed materials to advertise library services, annual reports to the public, encouraging staff and board involvement in community organizations and activities, exhibits, displays, bulletin boards, and staff "walk-through" of the library to assess the image it projects.
5. On an annual basis, the library either sponsors in-service training on public relations and public service attitudes for all staff members or cooperates with neighboring libraries, the State Library, or other organizations to provide such training.
6. The library should integrate an active public relations program into its long-range plan. Public relations should be a planned, continuous effort by the library

to carry on positive communications with its various audiences.

7. The library board and staff should evaluate all policies and procedures in terms of their effect on the public and on the library's public relations.

8. Friends of the Library and other organizations should be asked to develop activities or participate in ways that will support positive public relations for the library.

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APPENDIX A
GLOSSARY

ABSTRACT: A brief summary giving the essential point of a book, a journal, or an article.

ACCESSIBLE ROUTE: A continuous unobstructed path connecting all elements and spaces in a building or facility that can be negotiated by a severely disabled person using a wheelchair and that is also safe for and usable by people with other disabilities. Interior accessible routes may include corridors, floors, ramps, elevators, lifts, and clear floor space access aisles, curb ramps, walks, ramps, and lifts.

ACCESSION BOOK: A book containing the record of volumes added to a library in the order in which they were received. The usual information recorded is author, title, publisher, date, cost, and source. (Its use is no longer recommended. See page 33 in Dennis' Simplifying work in small public libraries.)

ACCESSION NUMBER: The number given to a book in the order of its addition to the library collection. See also ACCESSION BOOK and SHELF LIST.

ACCREDITED LIBRARY SCHOOL: A college or university offering a library education program meeting standards of the American Library Association and officially accredited by a committee of ALA. Called "approved graduate library school" in some instances.

ACQUISITION: An item added to the library collection by purchase, or gift.

ADDED ENTRY: An entry, additional to the main entry, by which an item is represented in a catalog or a database; a secondary entry. See also: MAIN ENTRY.

AFFIRMATIVE ACTION: The policy and requirement to promote equal employment opportunity through plans and procedures applying to methods of recruiting, training, and promoting personnel.

ANALYTIC: A catalog entry for part of a book or work for which a comprehensive entry is also made. There may be author, title, subject, series, author and title, and title and author analytic. for example, the individual plays in a collection of plays might each have its own ENTRY.

ANNOTATION: A brief note describing, explaining, or evaluating a book. Used in reading lists, bibliographies, on catalog cards, etc.

ANNUAL: A publication which appears once each year; for example, The World Almanac.

ANNUAL REPORT: A report describing the operation of the library, or any society or agency, during one fiscal or calendar year. Usually prepared for use by the governing body which administers the agency, for distribution to news media, citizens, and other agencies. The annual reporting of public library statistics is often required by state library law.

ANTHOLOGY: A collection of selected writings sometimes limited to a particular genre, such as poetry, or to a particular subject.

ARCHITECTURAL BARRIERS: Those elements of a site, building, or facility that prevent ease of use for all persons. Such architectural barriers include, but are not limited to: stairs, revolving doors, narrow doorways, narrow rest rooms, high placement of fixtures (e.g. light switches, sinks, etc.), high placement of public telephones and drinking fountains, abnormal grading levels, and distant parking.

AUDIOVISUAL MATERIALS: Aids to learning through use of the ear and/or eye. Includes such library materials as phonograph records, audio tapes, CD's, slides, motion pictures, video tapes, etc. Communication resources which rely on a device for transmission, reproduction, or enlargement to be effectively utilized or understood. Excluded are print and print substitutes.

AUTHOR: The writer of a book, as distinguished from translator, editor, etc. A corporate body (for example, a department of the U.S. government) may be considered the author if the publication is issued in its name or by its authority.

AUTHOR CARD: Card in the CATALOG on which the author's name comes first. Usually the MAIN ENTRY CARD from which all other cards are made.

AUTOBIOGRAPHY: The history of a person's life written by him/herself.

BIBLIOGRAPHICAL INFORMATION: That information needed for the full identification of a book: author, title, publisher, date of publication, price, and, if pertinent, edition, and source of purchase.

BIBLIOGRAPHY: A list of books or materials, usually on a given subject, or used for a specific study.

BINDERY: An establishment that specializes in bookbinding.

BIOGRAPHEE: The person who is the subject of a BIOGRAPHY. For example, Lincoln is the biographee of Carl Sandburg's Abraham Lincoln, the Prairie Years.

BIOGRAPHY: The history of a persons's life.

BLURB: A brief summary of the contents of a book prepared by the PUBLISHER and usually found on the flap of the book jacket.

BOARD OF TRUSTEES: The governing body of a library or organization. Also called the Board of Directors.

BONE FOLDER: A flat piece of bone or plastic several inches long and about one inch wide used for folding paper and in mending books.

BOOK CARD: A card which usually includes the author, title, and call number of a book, and is used in some circulation systems to record information about who borrowed the book and when it is due.

BOOK CATALOG: An alphabetical listing in book form of the holdings in a library collection. See also CATALOG.

BOOK JACKET: The detachable paper wrapper which covers most new books. Also called Dust Cover.

BOOK PLATE: A decorative label pasted in the front of a book to mark its ownership, its source if a gift, or its place in a special collection.

BOOK POCKET: A paper pocket pasted in the book to hold the BOOK CARD when the book is not in circulation and/or to hold the DATE DUE or other pertinent card when a borrower has the book.

BOOK STOCK: A library's book collection considered as a whole.

BOOKING: The reservation of a audio visual item (film, video, slides, etc.) for use by a patron.

BOOKMOBILE: A vehicle especially equipped to carry books and other library materials; serves as a traveling branch library.

BORROWER'S CARD: In some circulation systems, a card issued to each library patron granting the privilege of borrowing library materials.

BRAILLE: A system of writing and printing for the blind that uses characters made of raised dots, read by the touch.

BRANCH LIBRARY: An auxiliary library with separate quarters, a permanent basic collection of books, a permanent staff, a regular schedule, and under the administration of the central library.

BUDGET: An estimate of proposed expenditure for a given period or purpose, and the proposed means of financing it.

CALL NUMBER: The symbols used to indicate the location of a book on the shelves, usually composed of the CLASSIFICATION number or letters, and letters and/or numbers that represent the author's surname.

CARD CATALOG: A CATALOG in which each ENTRY is made on a separate card. Entries are usually made for author, subject, and title, and the cards are filed in alphabetical order either together in a DICTIONARY CATALOG or separately in a DIVIDED CATALOG.

CARD SET: All CATALOG CARDS prepared for one book. It usually consists of a SHELF LIST card, AUTHOR CARD (main entry), TITLE CARD, and as many ADDED ENTRY cards as are needed.

CATALOG CARDS: Cards approximately 3 x 5 inches on which are entered information for each item in a library collection. See CARD SET.

CATALOG: A listing of the library's holdings (may include: books, periodicals, maps, audiovisual materials, etc.), arranged in a definite order and serving as a guide. Catalogs may take many forms, including BOOK, CARD, MICROFICHE, CD-ROM, and COMPUTER catalogs.

CD-ROM: A Compact Disk Read Only Memory, requiring the use of a computer to access. Employing laser technology a single CD-ROM can hold about 250,000 typed pages of information. They are used for all kinds of information from full text to bibliographic databases. Some libraries have their CATALOGs on CD-ROM.

CENTRALIZED PROCESSING: The cataloging and processing of books by a single library or agency for contracting or cooperating libraries.

CHARGING: The process of checking out books to borrowers and retaining a record of the loan.

CHARGING FILE see CIRCULATION FILE.

CIRCULATION: The activity of a library in lending books to borrowers and keeping a record of such loans. The method of CIRCULATION is called the Circulation System.

CIRCULATION FILE: The current record of books on loan from the library, usually consisting of BOOK CARDS arranged by DATE DUE and CALL NUMBER.

CIRCULATION RECORD: A record of the number of books and other library materials lent each day by the library.

CIRCULATION SYSTEM see CIRCULATION.

CITY LIBRARY: A public library funded by taxes and voted upon by any incorporated city.

CITY COUNTY LIBRARY: A library district in which both city and county have agreed to form a single library, funded by taxes and voted upon by both the county and an incorporated city.

CLASS NUMBER: The number assigned to books on a specific subject (as the Dewey number 973 is the class number for American history). Also called Classification Number.

CLASSIC: A work of such excellence that is considered representative of the best in world literature or the literature of a subject.

CLASSIFICATION: A systematic scheme for the arrangement of books and other material according to subject or form, e.g., Dewey Decimal Classification. Also, the assigning of books to their proper places in a system of classification.

CLIPPINGS FILE: A collection of clippings from newspapers, periodicals, and other sources arranged in some definite order in a VERTICAL FILE.

CLOTHBOUND: Bound in cloth over stiff covers.

COLLATE: 1) To Collect or arrange pages in completed order. 2) To ascertain by examination of the pages, illustrations, etc., whether or not a copy of a book is complete or perfect.

COLLECTION: A group of library materials having a common characteristic, such as Juvenile Collection, Reference Collection, Pamphlet Collection, etc. This term may also refer to the library's entire holdings. See also LIBRARY COLLECTION.

CONSOLIDATED PUBLIC LIBRARY DISTRICT: An amalgam of two or more county library districts, by vote of the residents of those counties.

CONTENTS see TABLE OF CONTENTS.

CONTRACT SERVICES: Those services which a library gives or receives as a result of formal agreement with another participating agency. The agreement usually specifies exactly the money to be paid and the services to be given.

COOPERATIVE BOOK BUYING: Joint purchasing of books and/or periodicals by a group of libraries in order to secure better discounts or realize other economies.

COOPERATIVE SYSTEM: A group of libraries banded together by formal or informal agreements or contracts.

COPY NUMBER: A figure used to indicate that the library has more than one copy of a book and to identify each copy.

COPYRIGHT: The exclusive privilege of publishing and selling a work granted by a government to an author, composer, artist, publisher, etc.

COPYRIGHT DATE: The date of the COPYRIGHT as given in the book, usually on the back of the title page. When several copyright dates are given, it indicates that some revision of the text has been made. The most recent date should be used on the CATALOG CARD.

CORPORATE BODY: A group or body of people acting as a unit; for example, an association, institution, governmental unit. See also AUTHOR.

COUNTY LIBRARY DISTRICT: A County Library is established by vote of all eligible county residents or by act of the county commissioners.

CROSS REFERENCE: A referral from one heading to another. See also SEE REFERENCE and SEE ALSO REFERENCE.

CUMULATIVE INDEX: An index in periodical form that, at stated intervals, combines new items with those of earlier editions to form a new single list.

CUTTER NUMBER: Letter plus the number taken from the Cutter or Cutter-Sanborn tables assigned to the author's name to form part of the CALL NUMBER. Not generally used in small libraries today.

DATE DUE: The last date on which a book loaned from the library may be returned without being overdue. This date is generally stamped in the book on a Date Due slip or on a card slipped in the BOOK POCKET at the time the book is checked out.

DEMONSTRATION: A type of new or improved library service carried on during a specific period in a specific area.

DEPOSIT LIBRARY see STORAGE CENTER.

DEPOSIT STATION: A public library service point in a store, school, factory, club, or other organization or institution, with a small and frequently changed collection of books and open at certain designated times.

DEPOSITORY LIBRARY: A library that receives copies of Federal and/or State Documents free of charge, but is under some constraints as to weeding and limiting access to the general public.

DEWEY DECIMAL SYSTEM: A method of classifying library materials based on the use of decimals and developed by Melvil Dewey.

DICTIONARY CATALOG: A catalog of the libraries holdings listed alphabetically and including AUTHOR, MAIN ENTRY, TITLE, AND SUBJECT CARDS. See also CARD CATALOG.

DISC: A phonograph record.

DISK: A Magnetic or Optical recording usually used with a computer. Sizes vary depending on the kind of disk (5 1/4", 3 1/2", 8", etc.).

DISCARD: A book officially withdrawn from the LIBRARY COLLECTION because it is unfit for further use or is no longer needed. See also WEEDING.

DIVIDED CATALOG: A catalog in which the AUTHOR cards are filed alphabetically in one separate section, the TITLE cards in another, and the SUBJECT card in a third; the result is three separate subcatalogs by type of entry. The author and title cards may be interfiled in one alphabet with only the subject cards in a separate section as a variation of a divided catalog.

DUST COVER see BOOK JACKET.

EASY BOOK: A book for younger children, such as a picture book or a beginning reader.

EDITION: All copies of a work printed from one setting of type. A change in edition, such as a "new edition" or "second edition," would imply a revision of the work and a change in content.

EDITOR: One who prepares for publication a work or a collection of works not his own.

ELECTRIC STYLUS see STYLUS, ELECTRIC.

END PAPERS: The papers which line the inside front and back covers of a book, one half pasted to front or back cover and one half used as an end sheet or flyleaf.

END SHEET see END PAPERS.

ENTRY: A record of a item in a CATALOG, list, or database. 2. A heading chosen for an item in a catalog, list or database.

FACILITIES: A library's building (or quarters) and its equipment.

FEE'S: Money charged for professional services. In Missouri any Fees collected are subject to Taxes - even for libraries.

FICTION: In library usage, an invented story with events, characters, and scenes wholly or partly imaginary, as novels and short stories; that which is not fact.

FILM: A motion picture usually referred to by its size; i.e. 16 millimeters (mm), 8 mm, 35 mm. The 16-mm film is that most commonly handled by libraries.

FILMSTRIP: A strip of 35-mm or 16-mm film used for still projection.

FINES: A penalty charged the borrower when s/he does not return library materials on or before the date on which they are due.

FIRST INDENTION: The distance from the left edge of the catalog card, generally ten typewriter spaces, at which the typist begins the main entry. See MAIN CARD.

FLYLEAF: The first and last sheet in a bound book, usually blank. See also END PAPERS.

FOREWORD: An introductory note in a book.

FORM DIVISION: A division of a CLASSIFICATION schedule or of a SUBJECT HEADING based on form or arrangement of subject matter in books, as for dictionaries or periodicals. Examples: Psychology - Dictionaries; Geology - Maps.

GOVERNING BODY: The board, commission, council or other elected or appointed body which governs a local governmental unit.

GOVERNMENT DOCUMENTS. See DEPOSITORY LIBRARY.

GUIDE CARD: In the CARD CATALOG, a card slightly higher than the CATALOG CARDS carrying letters or words indicating the cards directly behind it. The Guide Card is used to facilitate quick location of letters in a large tray of cards.

HALF TITLE: A title without IMPRINT and usually without the author's name, printed on a separate leaf or page preceding the TITLE PAGE. A title of a publication appearing on a leaf preceding the TITLE PAGE.

IMPRESSION: All copies of a work printed at one time from one setting of type. See EDITION.

IMPRINT: Publication information about a work most often found at the bottom of the TITLE PAGE, but sometimes may be found on the back of the TITLE PAGE. Usually contains name and location of the PUBLISHER, and when the book was published.

INDEX: A list, usually in alphabetical order, of the topics and names included in a book with references to pages where they occur. Usually placed at the end of a book.

INFORMATION FILE see VERTICAL FILE.

INTERLIBRARY LOAN: A loan of library material by one library to another library.

INTRODUCTION: A preliminary part of the book which states what the book is about, the level of difficulty of the subject matter, and how extensively the subject is treated.

INVENTORY: A checking of the book collection of a library with the SHELF LIST record to discover books missing from library.

JOINT AUTHOR: A person partially responsible for the content of a publication. In cataloging, usually not the first named on the TITLE PAGE.

JUVENILE COLLECTION: That part of a LIBRARY COLLECTION which is specifically for the use of children, as differentiated from Young Adult (or General) Collection.

L.C. CARD: A CATALOG CARD prepared by the Library of Congress. See PRINTED CATALOG CARDS.

LEADER: 1. The beginning strip of a film, which is first threaded into the projector. 2. The first 24 characters of a U.S. MARC bibliographic record which contains information to allow a computer program to process the remainder of the record.

LEAF: One of the parts into which the original sheet, or half sheet, of paper is folded to form part of a book, pamphlet, journal, etc.; each leaf consists of two pages, one on each side, either or both of which may be blank.

LIBRARY BINDING: A special form of bookbinding issued by the PUBLISHER that has durability to withstand repeated use. Many children's books may be purchased directly from the publisher in library bindings.

LIBRARY BOARD see BOARD OF TRUSTEES.

LIBRARY COLLECTION: The total accumulation of all library materials provided by a library for its patrons. Also called Library Resources, Library Holdings.

LIBRARY MATERIALS: The variety of resources which a library might have: books; periodicals; pamphlets; local, state, and federal government publications; newspapers; pictures; films, videos, slides, filmstrips; art reproductions; music scores; maps; recordings and tapes; various forms of micro-reproductions; television; tape recorders; record players; etc.

LIBRARY OF CONGRESS: The library in Washington, D.C. which serves the U.S. Congress and acts by default as the National Library. LC does cataloging while books are in the publication process so that catalog cards can be available as soon as the book is purchased by libraries. Many libraries are using the LC catalog system in place of the Dewey Decimal system.

LIBRARY SYSTEM: 1. An organization based on a plan in which library units work together, sharing services and resources in order to improve services to library users. 2. A consolidated library organization with a central library and several satellite service units.

LIST PRICE: Price quoted in a publisher's catalog. Retail price. (Libraries usually get a discount from the list price.) See also NET PRICE.

LOCATION SYMBOL: An identifying mark on a book and on CATALOG CARDS, often part of the CALL NUMBER, to indicate where the publication is located in the library. Some usual symbols are: R - Reference Collection; Q - Quarto-Oversize Shelf; P - Pamphlet File; J - Juvenile Collection; YA - Young Adult Collection.

MAGAZINE see PERIODICAL.

MAIN CARD (or ENTRY): The basic or main CATALOG CARD, usually the AUTHOR CARD, giving full information for identification of the book. Usually the card from which all others are made. See CARD SET.

MICROFILM or MICROFICHE: A strip of film containing photographic images reduced to a size too small to be read without magnification.

MILL LEVY: The number of mills (one mill equals one-tenth of a cent) which is multiplied by the valuation (assessed or adjusted) of property to determine the amount of tax to be paid by the property owner.

MONOGRAPH: A book published as a single subject or concept. Not part of a SERIES.

MUNICIPAL LIBRARY DISTRICT: Cities establishing library districts after October 13, 1985. Funded by taxes and voted upon by incorporated city.

NET PRICE: A term which indicates that no discount will be allowed. See also LIST PRICE.

NONFICTION: Books other than novels and children's stories; books based on fact.

NONRESIDENT CARD: A BORROWER'S CARD issued, usually upon payment of a fee, to a patron who does not reside within the political unit supporting the library.

ONLINE CATALOG: A Computerized version of the traditional card catalog.

OPEN MEETINGS LAW: Called the Sunshine Law in Missouri. It requires public bodies to meet certain requirements ensuring that the public has access to meetings and information about public meetings.

OPEN WINDOW LAW: Requires public meetings to discuss proposed budget.

ORDER CARD: A card containing information needed in ordering a book, including author, title, publisher, date, and edition of the book. It may also include L.C. CARD number, CLASSIFICATION number, source of review, by whom the book was requested, and any other pertinent information. Sometimes commercially purchased order forms are used.

ORDER FILE: File in which ORDER CARDS are placed, usually alphabetically by TITLE, until books are received.

OUT-OF-PRINT: Not available from the publisher.

OVERSIZE BOOK: A book which, because of its larger size, cannot stand on the regular shelves in the library. See also QUARTO.

OWNERSHIP MARK: A BOOK PLATE, stamp, label, or the like, identifying material as library property.

PAGE: 1. One side of a leaf of a book, newspaper, etc. 2. An assistant who shelves books and does other routine work.

PAMPHLET: A publication consisting of a few leaves of printed matter, stapled or stitched together, usually enclosed in paper covers.

PAMPHLET FILE see VERTICAL FILE.

PAPERBACK: A book in paper covers.

PER CAPITA: A count for each person of population, used in figuring payment based on population.

PERIODICAL: Magazine, newspaper, or other material normally issued at regular intervals. Each issue in the series is numbered consecutively and/or dated.

PERIODICAL RECORD CARD: A commercially printed form used for checking in daily, weekly, monthly, etc., magazines and newspapers.

POLITICAL SUBDIVISION: An autonomous division of government that has the legal right to collect taxes within the boundaries of their district.

PREBIND: To bind a new book in a special library binding prior to purchase.

PREBOUND see PRE-LIBRARY-BOUND.

PREFACE: A note preceding the text of a book stating the origin, purpose, and scope of the work, and sometimes containing acknowledgments of assistance.

PRE-LIBRARY-BOUND: A new book bound in a special, durable binding prior to or at time of original sale. Also called Prebound.

PRINT: In art usually describes an original impression as opposed to a reproduction.

PRINTED CATALOG CARDS: CATALOG CARDS prepared commercially and sold to libraries in sets. (See also CARD SET.) The Library of Congress and The H.W. Wilson Company are two well-known sources of printed catalog cards.

PROCESSING: The work of preparing library materials for use in the library.

PROCESSING CENTER: A place where processing occurs. See also CENTRALIZED PROCESSING.

PSEUDONYM: A fictitious name used by an author.

PUBLIC LIBRARY: Any library which serves all residents of a governmental unit and receives its financial support in whole or in part from a tax voted by the citizens for that purpose.

PUBLICATION See DOCUMENT.

PUBLISHER: One who publishes, especially one who issues from the press and offers for sale books, periodicals, etc.

QUARTO: A size of a book, or of its pages, made by folding a sheet twice, making four leaves, measuring about 9-1/2 x 12-1/2 inches.

READING SHELVES See SHELF READING.

RECIPROCAL BORROWING: Agreements allowing clientele of one library to borrow materials from another.

RECORDING: General term applied to all audio recorded materials. Tape recordings and phonograph recordings are most commonly found in libraries.

RECTO: The right-hand page of a book, usually bearing an odd page number.

REFERENCE BOOK: 1. A book, such as an encyclopedia or dictionary, used to obtain specific information quickly. 2. A book restricted to use within the library.

REFERENCE COLLECTION: That part of the library collection which is composed of reference materials, usually placed near the circulation or reference desk for easy access and restricted to use in the library.

REFERENCE SERVICE: A library's activity in seeking to locate and supply specific information requested by library users and in assisting patrons to use the resources of the library.

REGIONAL LIBRARY DISTRICTS: Library districts that contract to share resources with each other. The board of trustees is composed of all individual library boards contracting.

REGISTRATION: The enrollment of persons wishing to borrow books from the library.

RENTAL COLLECTION: A group of selected books that are circulated for a small fee.

REPRINT: A new printing, without alteration, from either new or original type or plates.

REPRODUCTION: A very close imitation of an existing painting usually produced by a printing method. Not original work of art. See PRINT.

RESERVED BOOK: 1. A book held for a borrower a certain length of time in response to his request. 2. One of a group of books segregated and withheld from general circulation, particularly those needed for college or school required reading.

REVISED EDITION: A new edition containing changed material from the original text, sometimes with additions which supplement it and/or bring it up to date. See EDITION.

SECOND INDENTION: The distance from the left edge of the CATALOG CARD, generally 12 typewriter spaces, at which the typist normally begins the title of the book.

SELECTION: The process of choosing the books and other materials to be added to the collection of a library.

SEE ALSO REFERENCE: A referral from a name or term which has been used to another name or term under which additional information can be found. Examples: Goldfish see also Aquariums; Eric Stanley Gardner see also A. A. Fair.

SEE REFERENCE: A referral from a name or term not used to one which is found in the CATALOG or INDEX. Examples: Washing see Laundry; Genghis Khan see Jenghis Khan.

SERIAL: A publication or work issued in successive parts bearing numeric or chronological designations and intended to be continued, often at regular intervals. Includes periodicals, reports, newspapers, bulletins, etc. See also PERIODICAL.

SERIES: Separate, independent works issued, usually at different times, under a collective title. For example, Chronicles of America.

SERIES CARD (ENTRY): In cataloging, an ENTRY under the name of the SERIES. Sometimes all the works in the series are listed briefly under this entry.

SHELF LABELS: A small label to fit on an individual shelf to indicate what material is on the shelf.

SHELF LIST: A record on cards of books in the library arranged in the order in which they stand on the shelves.

SHELF READING: Checking books on the shelves for accurate arrangement.

SIGNATURE: In bookbinding a printed sheet folded into four or more pages.

SLIDE: A plate of glass or other transparent material through which a picture is projected. Most contemporary slides are one 33-mm frame of film enclosed in a 2 x 2 inch mounting.

SLIDE FILM see FILMSTRIP.

SLIP: 1. A small strip of paper used for making a note or record, as a DATE DUE slip. 2. To discharge a book by taking the BOOK CARD out of the circulation file and putting it back in the book.

SLIPPING BOOKS: Discharging books when returned to the library by taking the BOOK CARDS from the CIRCULATION FILE and putting them back in the proper books.

SNAG: A problem of a returned item with no matching charge-out record.

SPECIAL DISTRICT: A political subdivision.

SPINE: The back of the book connecting the two covers, on which is usually lettered the author and title of the work.

SPIRAL BINDING: A form of binding in which a continuous spiral-twisted wire or plastic is drawn through holes drilled through the leaves.

SPLICE: To join together, as to join together two pieces of film when necessary.

STACKS: 1. A series of book cases, usually double faced, arranged in a room or in a section of a library for storage of the principle book collection in the library. 2. The part of the room or library containing stacks.

STATE AID: An appropriation by the Missouri General Assembly which is distributed through the Missouri State Library to eligible public libraries. 50 % is based on a per capita allotment.

STORAGE CENTER: A library or library agency in which cooperating libraries store little-used books or materials to be available when needed. Also called Deposit Library.

STYLUS, ELECTRIC: A sharp-pointed, electrically heated instrument used, together with a special transfer paper, for printing CALL NUMBERS on books.

SUBJECT CARD (or ENTRY): Card in the CATALOG filed alphabetically under the subject of the book with the SUBJECT HEADING appearing on the top line of the card. Useful in finding all material in the library on one specific subject. See also ADDED ENTRY.

SUBJECT HEADING: A word or group of words indicating a subject under which all material dealing with the same theme is entered in a CATALOG or a BIBLIOGRAPHY, or is arranged in a file.

SUBTITLE: An explanatory part which sometimes follows the main title, for example: Man of Reason: The Life of Thomas Paine.

SUPPLEMENT: The continuation of a book or PERIODICAL containing corrections or additions. Sometimes bound within the covers of the publication and sometimes issued as a separate publication.

TABLE OF CONTENTS: A list of chapter titles and other parts of a book, or of articles in a PERIODICAL, with references to pages where each listing begins. Also called Contents.

TALKING BOOK: A complete book, recorded word for word, on long-playing records.

TAPE: A recording on magnetic tape.

TAPE RECORDER: A machine used to reproduce recordings on magnetic tape.

TECHNICAL SERVICES: Those services connected with purchasing, cataloging, binding, and preparing for library use materials added to a COLLECTION, and maintaining the collection with necessary repairs and renovation of all library materials.

TITLE CARD (or ENTRY): Card in the CATALOG filed alphabetically under title of the book which appears on the top line of the card. Useful in finding a book when the author is not known. See also ADDED ENTRY.

TITLE PAGE: A page near the beginning of a book or other publication on which is printed the title, author, publisher, date, etc. Information as listed on the Title Page is used by the library cataloger in preparing CATALOG CARDS or the book.

TRACING: A record on the main CATALOG CARD and/or on the SHELF LIST of all the other catalog cards made for the book.

TRADE CATALOG: A publication issued by a manufacturer or dealer listing and describing its products and usually including prices.

TRADE EDITION: The usual edition of a book prepared by the PUBLISHER for sale to bookstores and libraries, as distinguished from a textbook edition prepared for student use, or an edition with a more substantial library binding specifically prepared for extensive library use.

TRAVELING LIBRARY: A small collection of books sent by a central library agency to a branch, group, or community for use during a limited period.

TRUSTEE, LIBRARY see BOARD OF TRUSTEES.

UNION CATALOG: A catalog listing materials contained in a specific group of libraries. It may be all inclusive or limited by subject.

UNIT CARD: One of a set of CATALOG CARDS, all of which are alike (with author, title, publisher, and date in standard position) until the ADDED ENTRIES are placed at the tops.

URBAN PUBLIC LIBRARY DISTRICTS: Libraries established by vote in a "nine-director urban school district". This is one of the library districts that is defined in the LAWS OF MISSOURI LIBRARIES.

VERSO: The reverse, or left-hand, page of a book; the verso of the title page usually contains copyright information.

VERTICAL FILE: A collection of pamphlets, clippings, and pictures kept in a filing cabinet and arranged for ready references, generally by subject. Also called Pamphlet File or Information File.

WEEDING: The process of examining books and removing from the current collection those out-of-date, obsolete, ragged, shabby, or unneeded duplicates.

WILSON CARDS see PRINTED CATALOG CARDS.

YEARBOOK: A work of current information, issued annually, as a almanac or an annual supplement to an Encyclopedia.

YOUNG ADULT COLLECTION: A separate collection of books recommended for young adults. In some libraries those books are marked in a specific way for identification and shelved in the Adult Collection.

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APPENDIX B
Library Services Policies

INTRODUCTION:

Policies on the following topics, and others as deemed appropriate, should be adopted by the board, published, made available to the public, and reviewed regularly.

1. Meeting room use
2. Charges for services, fines, fees, equipment use, etc.
3. Borrowing privileges
   - o Eligibility
   - o Registration
   - o Responsibilities of borrowers
4. Collection Development (See Appendix D)
5. Materials Selection and reconsideration (See Appendix D)
6. Circulation Policies
   - o Length of loans
   - o Renewals
   - o Lost or damaged materials
   - o Number of items loaned
   - o Reserves
7. Displays, exhibits, bulletin board restrictions
8. Confidentiality of records
9. Service outlets and hours
10. Reference work for students, genealogists, etc.
11. Materials access policy
12. Equipment use
13. Gifts
14. Emergency procedures
15. Interlibrary loan

1. SERVICES OF THE LIBRARY

The services a library has to offer should be developed into a publicity plan and marketed as any other product. Obvious avenues of "selling" the library include newspapers, TV and radio, displays, booklists and printed materials. Other possibilities include publicizing the library through bank statements, the Welcome Wagon, the Chamber of Commerce, marquees of businesses, or a business card. Possibilities are limited only by imagination.

(SAMPLE 1): Services of the Library

Sunday hours
Night hours
Book collection
Large-print books
Missouri Collection/Genealogy
Information/Reference
Telephone - "Call Your Library"
Interlibrary Loan
Periodicals
Newspapers
Microfilm reader/printer
Copying machine
Information file
Jig-saw puzzles
Traveling lecturer, other programs available from DLA
Meeting rooms
Reading for the blind
Agency referral
Odd-job file (individual services offered)
Tutor file
Pattern exchange
Coupon exchange
Summer reading program
Children's story hour
Bookmobile service/Extended service
Teen-age collections
Oral history tapes
Art exhibits

Audio-Visual Services

Phonorecord albums
Cassettes
16 mm film & video
16 mm projectors
Video players
Filmstrips
Filmstrip projectors
Overhead projectors
Opaque projectors
Cassette recorder/player
Phonorecord players
Electric engravers
Cameras
Talking book machines
Typewriters
Sculptures
Framed prints
Headphones
Film programs

2. PUBLIC RELATIONS

Once a library's informational package is developed, it needs to be "sold." A helpful guideline is a public relations policy statement. Such a policy statement should be adopted by every library as a matter of record; it will also serve as a guide for planning and as justification for budget requests.

The public relations program will determine the potential of library services and programs. The public must be made aware of the library and its services and encouraged to use the books, films, phonorecords, story hours and other materials waiting for their use.

(SAMPLE)

In recognition of the responsibility of the library to maintain continuing communication with present and potential users of the services and resources of the ____________ Library so as to assure effective and maximum usage by all citizens, the Board of Trustees of the ________________ Library adopts the following resolution as a matter of policy.

The objectives of the public relations program of the library are:

1. To promote community awareness of library service;
2. To stimulate public interest in and usage of the library;
3. To develop public understanding and support of the library and its role in the community.

The following means may be used to accomplish the foregoing objectives:

1. An annual plan of specific goals and activities shall be developed, sufficient funds shall be allocated to carry out the program, and the program shall be evaluated periodically.
2. Training sessions, workshops and other aids shall be made available to library staff members to assure courteous, efficient and friendly contact with library patrons and the general public.
3. Personal and informational group contacts shall be maintained with government officials, opinion leaders, service clubs, civic associations, and other community organizations by library staff and board members.
4. Surveys of the community shall be made to assure the responsiveness of ________________ Library to the interests and needs of all citizens.
5. Local media shall be utilized to keep the public aware of and informed about the resources and services of the ______________ Library.
6. Newsletters, brochures, and other promotional materials shall be produced and distributed through regular mailings and other effective methods of reaching the public.
7. The _______________ Library may sponsor programs, classes, exhibits and other library-centered activities and shall cooperate with other groups in organizing these to fulfill the needs of the community for educational, cultural, informational or recreational opportunities.

8. The library director or a designated staff member shall have the responsibility for coordinating the public relations and public information activities of the ____________ Library.

Section 3: Samples of Services Policies & Mission Statements.

1. HISTORY OF THE COMMUNITY (OPTIONAL)
    a. Original settlement
    b. Stages of growth
    c. Government
    d. Population make up and size (area)
    e. Industry
    f. Special features
        (1) General
        (2) Affecting library

2. HISTORY OF THE LIBRARY
    a. Brief community history (if not in 2. above)
    b. Origin of library
    c. Type of library
    d. Growth
    e. Present status
        (1) Legal - State charter and registration
        (2) Area and patrons served
        (3) Outside membership (see 5.c. below)

3. OBJECTIVES OF THE LIBRARY
    a. Purpose
    b. Functions

(SAMPLE 1)

Libraries and other social and educational agencies in the community and region:

Provide modern and extensive information services

Promote enlightened citizenship

Enrich personal lives

Seek to identify community needs

Assume leadership role in the community

Assemble, preserve, and administer books and related materials

Serve the community as a center of reliable information

(SAMPLE 2)

The objective of the Library shall be:

1. To assemble, organize, preserve, and make easily available significant books and other printed materials which will provide stimulation, education, and recreation for all citizens of the community; and to keep the public constantly aware of the library services available to them.

2. To evaluate and anticipate the ever changing needs and demands of the community, to maintain a fresh and topical supply of material to aid in the continuous education of the people; and to stimulate the flow of ideas among all groups of the community.

3. To exercise dynamic leadership in the community and take the initiative in suggesting pertinent material on problems known to exist. To provide the community with the best and most service possible by constantly improving the library facilities.

(SAMPLE 3)

The ________________ Public Library provides, on equal terms, free service to all individuals and groups in the community. It accepts as its basic objectives the provision and servicing of expertly selected materials which aid the individual in the pursuit of education, information, or research, and in the creative use of leisure time. Since financial limitations generally prevent equal emphasis on all aspects of these objectives, the library recognizes that its major concerns must be positive contributions toward the development of the individual as a citizen and the removal of ignorance, intolerance, and indifference.

Educational service to adults is a primary function, and the library pursues an active program of stimulation, leadership, and cooperation with other agencies in encouraging the reading of socially significant materials. It accepts also its responsibility for the direct communication of ideas (e.g., through organization of discussion groups, institutes, film forums, and the like), seeking thereby to direct individuals toward a continuous learning process through use of books and related materials. In meeting its objective of providing recreational materials, it encourages such use of leisure time as will promote personal development and social well-being and tends increasingly to leave to commercial agencies the provision of trivial, purely ephemeral materials.

The library, recognizing its responsibility to develop adult citizens for whom the use of books and other media of communication is a necessary and natural part of intelligent living, provides special service for young people. It seeks to direct and stimulate young readers by making available expertly selected collections and skilled individual and group guidance.

In provision of special services for children, the library strives to guide the child toward a love of reading and an awareness of books as a means of satisfying mental, emotional, and activity interests. To integrate this program, the library works closely with parents, schools, and other educational agencies, as well as with the children themselves.

As a tax-supported institution, all activities of the library are motivated by the idea of public service. The library is a part of municipal government, and its management must be cognizant of the principles generally accepted and enforced in good public administration. Paramount in the staff member's mind should be the idea that they are a public employee and that the activities of the institution in carrying out its objectives are of first concern. Staff members, as well as the trustees and chief librarian, take an active part in community as the trustees and chief librarian, take an active part in community affairs and work consistently toward of administrative policies is avoided by all library employees.

Library service is rendered on a strictly impartial basis to all individuals and groups in the community.

Careful and constant planning with other libraries and institutions in the area avoids needless duplication of service and ensures cooperation and mutual understanding of objectives. The library pursues a liberal policy of interlibrary lending to other libraries in accordance with the provisions of the Interlibrary Loan Code.

APPENDIX # B, Section 4
EXCERPTS FROM

CHILDREN'S SERVICES in MISSOURI PUBLIC LIBRARIES
RECOMMENDATIONS
SUGGESTIONS
SURVEY RESULTS

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Prepared by the Children's Services in Public Libraries Survey Committee, Children's Services Round Table, Missouri Library Association, September 1982.

FOREWORD

In September 1980, after the presentation of a research proposal to the membership, the Children's Services Round Table accepted the services of a volunteer group of librarians interested in the advancement of children's services in public libraries and asked them to develop a survey of the current status of these services in Missouri. For six months the group worked on developing an appropriate survey instrument. In May 1981, the survey was sent to all tax supported public libraries in Missouri. Upon receipt, the committee members studied the data: A FIRST ANALYSIS of the survey was prepared and distributed in September 1981 to CSRT members and friends. At the same meeting, another proposal to continue supporting this project was accepted by the CSRT membership. This proposal required that a Committee (made up of several members of the first year's group, as well as, new CSRT members and liaison representatives from other MLA units) prepare and publish a document which would make recommendations that would be useful in maintaining or developing superior children's services in Missouri public libraries. These recommendations were to be based on the survey statistics and upon the expertise of committee members.

This document is the result of the efforts of many people. The 1981 and 1982 committees are to be congratulated for their thoughtful contemplation, hard work and loyalty to the project. Dr. H. Wallace "Wally" Griffith, professor of Mathematics, Central Missouri State University, Warrensburg, and Mark Reading, Jefferson City, are to be thanked for their technical assistance in planing the survey instrument and in preparing computerized data for the use of the committee in its work. Mrs. Susanna Alexander and Mr. Charles O'Halloran, administrators at the Missouri State Library at that time, were also very supportive of the project.

Our hope is that the future of children's services in the public libraries of Missouri will be brighter, stronger and better because of this project.

Patricia Mertens
Past Chair, CSRT 1980-81

Margaret Preiss
Chair, CSRT 1981-82

PHILOSOPHY

The role of children's services in public libraries is changing. The librarian who formerly served children so admirable with her complete knowledge of authors, plots, famous literary classics and a big smile needs to add something more. Today, librarians are being asked to offer young library users increasingly complex services and socially oriented programming as well as continuing expertise in materials selection.

The children's librarian should be conscious of the many currents in our society which affect the quality of life for young people and be an advocate for all children.

In developing a materials collection and in programming, the librarian should be responsive to the many needs of children and families. Contemporary children's literature can be a major force in combating the bland television-filled existence of many children.

Today there is a need more than ever for the librarian to work closely with other community agencies that serve children. The current financial situation demands cooperation. Both money and time are valuable; neither should be wasted.

Finally, it is imperative that children's services personnel work in concert with the library director and board of trustees. Managerial talents are as valuable in children's services as in the other areas of public library service and participatory planning should not be denied the children's librarian. Accountability for the program must also be the responsibility of today's librarian.

Recommendation for changes that will improve public library service to Missouri children is the purpose of this document. As librarians we can do something about improving the quality of life for children. Are we ready to start?

PROCEDURES: THE SURVEY

In May 1981 a three part survey was distributed to all Missouri public libraries by the Committee in cooperation with the Coordinator of Children's and Young Adults' Services of the Missouri State Library. Forty-seven per cent (47%) of the surveys were returned.

Part I of the survey had the objective of finding out about already existing children's services in public libraries. We wanted to find who plans services, orders materials and coordinates children's services and what kind of other resources existed in the libraries.

In Part II we gathered information about respondent's goals and objectives for children's services in public libraries. We wanted opinions on improving personnel services, the physical environment and materials use and selection.

Part III was to be answered by an administrator of the library. We included this section to find out what library administrators thought might be important in the future development of children's services.

Accompanying the survey was a list of definitions of terms used:

CHILD	-a person from birth through age 13, regardless of any physical or mental differences.
SERVICES	-availability of materials, programs or other kinds of assistance.
LIBRARY	-an institution which makes various print and non-print materials available for recreational or academic use.
LIBRARIAN	-one who has been recognized as professionally trained in the field, (MLS or school librarian certification).
SYSTEM	-organization which ranges in size from one institution to many.

The returned surveys were tabulated. Totals and percentages were prepared for 1) the entire group; 2) the small libraries (up to 10,000 population served); 3) the medium sized libraries (10,000 to 50,000 population served) and 4) the large libraries (50,000 and above population served). As an example, in answering the question "Do you now employ a children's services librarian?" the response for all the libraries was 33% yes. For small libraries the total response was 14% yes. For medium sized libraries the total was 40% yes and large libraries answered 72% yes. Graphs and statistics used in the booklet reflect these ways of grouping.

RECOMMENDATIONS and SUGGESTIONS

Two types of information are given under seven sections:

1) RECOMMENDATIONS - a total of 15 recommendations were developed by the Committee as a result of their study and interpretation of the survey and also based on their opinions as qualified children's services librarians. They are not meant to be comprehensive, but are those to be considered to be most necessary in maintaining or improving quality library service to children. Recommendations are indicated by an (R).

2) SUGGESTIONS - these statements follow many of the recommendations to offer ways of implementation. They are indicated by an (S). You will also want to consider additional ideas which might work in your own library.

PERSONNEL

(R) 1. EVERY PUBLIC LIBRARY SHOULD EMPLOY A QUALIFIED CHILDREN'S LIBRARIAN.

(S) To be qualified the librarian should:

- o have a genuine interest in children
- o have a broad knowledge of children's literature
- o have gained a degree in library science or be willing to take courses in appropriate areas at a college or university
- o take advantage of continuing education opportunities
- o participate in professional organizations and activities
- o utilize available services offered by the State Library

(R) 2. ADEQUATE SUPPORT STAFF SHOULD BE PROVIDED IN CHILDREN'S SERVICES.

(S) The Children's Services librarian should be responsible for participating in the hiring and training of support staff, utilizing written job descriptions and personnel policies.

(S) Continuing education opportunities should be provided for support staff by the library.

MATERIALS

(R) 3. LIBRARIES SHOULD PROVIDE EXCELLENT JUVENILE MATERIALS IN A VARIETY OF FORMATS AND IN SUFFICIENT NUMBER TO MEET THE CURRENT AND ANTICIPATED NEED OF THE COMMUNITY SERVED.

(S) All collection development activities -- selection, replacement, duplication and discarding of juvenile materials -- should be directed by a children's services librarian.

(S) Libraries should provide persons performing the selection function with appropriate professional review media and bibliographic selection tools.

(R) 4. LIBRARIES SHOULD HAVE A WRITTEN SELECTION POLICY COVERING CHILDREN'S MATERIALS EITHER AS A PART OF THE GENERAL SELECTION POLICY OR AS A SEPARATE POLICY.

(R) 5. MATERIALS SPECIFICALLY FOR CHILDREN AND ALL OTHER MATERIALS IN THE LIBRARY SHOULD BE AVAILABLE, WITH SUPERVISION AS NECESSARY, TO ALL CHILDREN AT ALL TIMES THE LIBRARY IS OPEN.

(S) Cataloging information about children's materials should be located in the main library catalog and duplicated in the children's area if necessary.

(S) Non-print material should be readily available to children for use either in the library or for check out.

(S) Overdue fines should not be used as a means of denying access to materials to children.

(S) Children's materials not available locally should be accessible from other libraries in a regional system or through inter-library loan networks.

ENVIRONMENT

(R) 6. EVERY LIBRARY REGARDLESS OF SIZE SHOULD HAVE AN ADEQUATE AREA DESIGNATED FOR THE CHILDREN'S COLLECTION AND PROGRAMMING.

(S) Comfortable furnishings of appropriate dimensions, low shelving, visually exciting colors and displays with child appeal will make the collection area inviting to its users.

(S) For children's programming activities the ideal library should have a carpeted room, flexible ample seating arrangement, audio-visual capabilities, suitable lighting, adequate sound-proof acoustics, proper ventilation and climate control. This room should be accessible, if necessary, via an elevator or ramp with rest rooms close by.

(R) 7. SPECIAL ARRANGEMENTS SHOULD BE MADE TO ENSURE THAT THE CHILDREN'S AREAS ARE ACCESSIBLE TO ALL.

SERVICES AND PROGRAMMING

(R) 8. CHILDREN'S LIBRARY SERVICES SHOULD BE MADE AVAILABLE TO ALL CHILDREN IN THE COMMUNITY.

(S) There should be a written services and programming policy to provide an outline of goals, objectives and procedures.

(S) Libraries should provide specifically planned services for the various needs of children.

(S) To reinforce the benefit of these services an effort should be made by the librarians to involve parents and caregivers in the programs.

(S) The children's area should be open during all library hours with competent reference and readers' advisory services available at all times.

(R) 9. PROGRAMMING ACTIVITIES MUST BE AN INTEGRAL PART OF LIBRARY'S SERVICES TO CHILDREN.

(S) All programming activities should be supervised by the children's services librarian.

(R) 10. THE CHILDREN'S SERVICES STAFF SHOULD WORK CLOSELY WITH ALL OTHER COMMUNITY AGENCIES THAT WORK WITH CHILDREN IN PLANNING SERVICES AND PROGRAMMING.

BUDGET

(R) 11. THE ANNUAL BUDGET FOR EACH PUBLIC LIBRARY SHOULD INCLUDE FUNDING SPECIFICALLY PLANNED AND DESIGNATED FOR CHILDREN'S SERVICES.

(S) The budget for children's services should include funds for both print and non-print materials, for staff and for services and programming.

(S) The amount designated for children's print materials should be at least 25% of the total library materials budget for the year.

(S) Staff assigned to children's services should be compensated on a par with other library staff of similar responsibility and experience.

(S) Funds specifically designated for children's library programming to cover materials, speakers and publicity should be included in each annual budget.

(R) 12. THE CHILDREN'S SERVICES LIBRARIAN SHOULD ASSIST THE ADMINISTRATOR IN THE PREPARATION OF EACH AREA OF THE BUDGET FOR CHILDREN'S SERVICES.

(R) 13. IF THERE IS NO CHILDREN'S SERVICES LIBRARIAN, BUDGETING FOR THE POSITION SHOULD BE A TOP PRIORITY IN ANY PLANS FOR EXPANSION OF LIBRARY SERVICES.

ORGANIZATION AND ADMINISTRATION

(R) 14. THE CHILDREN'S LIBRARIAN SHOULD BE ABLE TO COMMUNICATE WITH ALL LEVELS OF THE ADMINISTRATION INCLUDING THE BOARD OF TRUSTEES TO INITIATE OR CHANGE POLICIES REGARDING CHILDREN'S SERVICES.

(S) The staff organizational chart should reflect this relationship between the children's services librarian and all other staff positions.

TRUSTEES

(R) 15. THE BOARD OF TRUSTEES HAS THE RESPONSIBILITY TO DETERMINE THAT PUBLIC LIBRARY SERVICE IS PROVIDED FOR CHILDREN IN THE COMMUNITY.

Section 5:

YOUNG ADULT SERVICES
STATEMENT OF PURPOSE
(EXCERPTS)
prepared by the 1984-85 Young Adult Services Round Table
Missouri Library Association
1985

WHY YA?

The 1984-85 steering committee of the Young Adult Services Round Table feels compelled to submit to both school and public library administrators the challenge of providing appropriate special services for this age group. Young Adult Services should be an integral part of every library's total program. The committee hopes this statement of purpose will help Missouri libraries to formulate their own statements for their individual situations.

I. YOUNG ADULTS NEED A SPECIAL KIND OF LIBRARY SERVICE.

The question of who is a young adult has been debated over the years. Definitions vary: the teen years, junior and senior high school, or the more recently accepted, "persons in a transitional period when they no longer see themselves as children but are not regarded by others as fully adult." Each library should agree on its own definition and provide service accordingly.

II. YOUNG ADULTS SHOULD HAVE EQUAL ACCESS TO THE LIBRARY RESOURCES OF THE STATE.

As we plunge more and more deeply into the many technological advances that confront us, we are indeed in an age of an information explosion. If our ultimate goal is to create a learning society, we must provide the youth of the state with access to this mass of information.

There must be a joint effort on the part of school and public libraries to make sure no youth graduates from high school without acquiring those basic skills needed to become a lifelong learner.

III. YOUNG ADULTS SHOULD BE INCLUDED IN MAKING DECISIONS WHICH AFFECT LIBRARY SERVICE TO THEIR AGE GROUP.

Young people should be consulted, either as individuals or as members of youth advisory boards and accorded significant authority to influence decisions.

Librarian must be constantly attuned to the interests and needs of young people - not only academic needs - but also emotional, social, psychological, and recreational needs which together function to produce a whole, well-rounded individual.

IV. A FULLY TRAINED SPECIALIST IN YOUNG ADULT LIBRARY SERVICES IS NEEDED IN EVERY LIBRARY.

[The Young Adult Services] librarian must be aware of the wants and needs of teenagers. He or she should be encouraged and supported to attend conferences and workshops concerned with young adults. The best selection tools for YA materials should be available and there should be an adequate budget for a YA collection and YA programs.

This person must be confident of the support from an administration which views this duty as equal in importance to any other service in which the library engages.

When a YA specialist is not employed, the public services supervisor should be given responsibility for on-going training of staff in the understanding of YA needs and of their unique culture.

All public service area staff persons should be required to respond to young adults with full, courteous and sensitive library service.

V. LIBRARY MATERIALS SHOULD BE ACQUIRED BOTH FOR THE INFORMATIONAL, CURRICULUM NEEDS OF YOUNG ADULTS AND FOR THEIR PLEASURE AND ENRICHMENT.

The YA collection should be given every consideration of money and thought that any other collection of the library receives.

A balance should be achieved between "good and academically valuable" materials and those of purely transitory entertainment value, including current fads and trivia.

Format should be no barrier to the acquisition of appropriate materials and their accessibility to young adults.

Confidentiality must be maintained to protect the intellectual freedom of young people.

VI. LIBRARIES SHOULD PRESENT TIMELY, INTERESTING PROGRAMS WITH SPECIAL APPEAL TO YOUNG ADULTS.

Libraries must use a combination of in-house and outreach programs and must use all available mediums to reach this population of patrons.

Programs, by their relevancy, should prove the library's goal of serving young adults as fully as children and adults.

Library programs should supplement, not duplicate, other community efforts.

These programs need not relate directly to library materials, but should be intrinsically valuable in themselves, either as information or as entertainment and enlightenment.

VII. COOPERATION WITH OTHER ORGANIZATIONS SERVING YOUNG ADULTS IS ESSENTIAL.

Networking with other youth service agencies in the community and - especially with the schools - helps to keep the library in touch with the needs of young adults in different areas while at the same time providing an opportunity for the library to inform these agencies of available materials and programs which might be useful to them and their young people.

VIII. STRONG PUBLIC RELATIONS EFFORTS SHOULD BE MADE TO INFORM YOUNG PEOPLE OF LIBRARY SERVICES.

Young people should be involved in public relations efforts.

Young adults should be consulted on methods (publications, radio, TV, announcements, etc.) which are effective with their age group. They should be kept informed and encouraged to spread the word.

CONCLUSION

It is during the young adult years that several tasks must be mastered in unison: the achievement of emotional, social, and intellectual maturity; the achievement of a sense of self identify and independence; the development of a philosophy of life; the setting of career goals; and the discovery of satisfactory uses of leisure time.

The library should provide programs and services relevant in helping young people master these tasks.

TOMORROW'S LEADERS MUST HAVE FREE ACCESS TO ALL KNOWLEDGE, FACTS, AND IDEAS THAT A LIBRARY CAN PROVIDE.

APPENDIX C
Personnel Policies

Document #1:

Filling Vacancies
- o Recruitment
- o Selection
- o Appointment

Personnel Procedures
- o Job Descriptions
- o Probation
- o Performance evaluation
- o Conduct on duty
- o Promotions
- o Retirement
- o Grievance procedures
- o Personnel records
- o Resignations and dismissals
- o Rights of Appeal

Hours, schedules: regular, flextime, overtime.

Salaries, position classification
- o Salary scale - how increases are obtained

Benefits
- o Insurance: Hospital, Life, Health, accident
- o Retirement
- o Worker's Compensation

Staff development
- o In-service training
- o Formal education
- o Professional affiliations

Vacation and leave
- o Vacation
- o Sick leave
- o Holidays
- o Personal leave
- o Professional/educational leave
- o Jury duty
- o Reserve military duty
- o Emergency leave
- o Maternity and paternity leave

Document #2: (The Missouri State Library would like to acknowledge its thanks to the St. Louis Public Library and to Paul Jinks, Director of Administration, for letting us include this policy manual.)

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ST. LOUIS PUBLIC LIBRARY
PERSONNEL POLICY MANUAL

January, 1990

INTRODUCTION

These personnel policies are intended to acquaint employees of the St. Louis Public Library and employees of affiliated organizations who are on the St. Louis Public Library payroll, with the general provisions of policies, rules and procedures of the St. Louis Public Library. These policies, rules and procedures are not to be considered conditions of employment. The St. Louis Public Library reserves the right to modify, revoke, suspend, terminate or change any of the policies, rules or procedures contained herein, in whole or in part, at any time with or without prior notice.

The personnel policies, rules and procedures herein described supersede the terms and conditions of any previous personnel policies, plans, rules, procedures or practices.

Employment with the St. Louis Public Library is voluntarily entered into, and an employee is free to resign at any time. Similarly, the St. Louis Public Library is free to terminate the employment relationship at any time it is determined to be in the best interest of the St. Louis Public Library to do so.

It shall be recognized by both the employee and the employer that these policies are not intended to create nor shall they be construed to create a contract between the St. Louis Public Library and any employee, nor shall any of the provisions of the personnel policies herein described create an employment of any fixed or indefinite duration.

The St. Louis Public Library is an equal employment opportunity employer in both philosophy and practice. The St. Louis Public Library complies with all federal, state and local laws prohibiting discrimination against job applicants and employees, in all matters of employment including age, sex, marital status, religion, race, color, physical or mental handicap or national origin. The Library does not discriminate in matters of employment except where age or sex is a bona fide occupational qualification; physical or mental disabilities affect the applicant's ability to perform the job for which he or she applied or is assigned; or military discharge is classified as dishonorable.

Exceptions to any policy contained in this manual, or any amendment or addition there to, may be made only with approval of the Director of Administration.

BUSINESS TRAVEL

STATEMENT OF POLICY

It shall be the policy of the St. Louis Public Library to permit and encourage staff members and Board members to travel at Library expense to meet educational, operational, or organizational needs. The St. Louis Public Library encourages and supports involvement in national, regional and local professional and educational matters that effect library goals and operations.

INTRODUCTION

Business travel will normally fall into one of the following categories:

Program Operation and Evaluation

Travel required to support the Library's operation and to evaluate new systems, products or programs relative to the Library's operation.

Education and Training

Travel required to allow staff members to remain current in their areas of expertise, to acquire necessary training, or to benefit Library operations.

Administrative

Travel specifically approved by Administration that does not fall into one of the above categories.

Board Travel

Travel approved by the Board in advance to provide for board education and development for the benefit of the St. Louis Public Library.

GENERAL PRINCIPLES

1. Each department will submit a travel plan as part of the department's annual budget request. The travel plan will include purpose, dates, destination and estimated cost of requested travel.
2. Travel to be performed at Library expense must be approved in advance by the employee's department head, the Director of Library Operations or Director of Administration and the Executive Director. Travel by the Executive Director or members of the Board must be approved in advance by the President of the Board and reported to the Board as part of the monthly travel report. When advance approval is not possible, approval as soon as possible after the fact is required.
3. Department heads and supervisors are responsible for assuring that educational travel is accomplished in the most economical way possible. When seminars or conferences are offered at various times and in various cities, every effort should be made to allow attendance to offerings in close proximity to the St. Louis Public Library.

4. Authorized travellers under this policy are expected to share germane subject matter or any other useful information with appropriate other members of the Library staff, Administration, or Board.

5. Travel for any purpose by employees at Library expense will be approved only after staffing and other operational needs are considered.

6. Under certain circumstances it may be appropriate for the Library to pay the partial cost of employee travel, particularly in cases where the travel is of primary benefit to the employee and of secondary benefit to the Library. Decisions regarding travel reimbursement are made on an individual basis by Library Administration.

7. Expense reimbursement is established by the Finance Office of the St. Louis Public Library and is consistent with Finance Office policies and procedures.

8. Reimbursement request and/or travel reconciliation must be provided to the Finance Office no later than 30 days after completing travel.

PERSONNEL POLICY 001

EMPLOYMENT

STATEMENT OF POLICY

A comprehensive employment policy is necessary to attract, recruit and retain the best possible employees for the St. Louis Public Library. This employment policy applies to all staff positions within the organizational structure of the St. Louis Public Library.

INTRODUCTION

The recruitment and initial screening of applicants for open positions within the St. Louis Public Library are accomplished by the Human Resources Department. As a part of the employment function the Human Resources Department maintains and coordinates the job posting program, places all advertisements for positions and participates in campus and other off-site recruiting as required.

GENERAL PRINCIPLES

1. An approved, budgeted position must be vacant to start the employment process.

2. A position is considered vacant when a position requisition, approved by the Executive Director, is received by the Human Resources Department.

3. All open positions, except those specifically excluded in writing by the Executive Director, must be posted for the in-house bidding process for the period of time specified in Personnel Policy 004, JOB POSTING AND TRANSFERS.

4. All candidates for employment with the St. Louis Public Library must provide the Human Resources Department with a completed, current Employment Application.

5. All candidates for employment must be at least 16 years of age.

6. A minimum of two employment references will be obtained by the Human Resources Department for job candidates. Licensure, certification and/or education will be verified by the Human Resources Department for positions with such requirements. Offers of employment to candidates in positions requiring licensing or certification will be contingent upon verification.

7. A representative of the Human Resources Department will interview and evaluate all job candidates.

8. Candidates who meet the standards and specifications for a particular position will be referred to the appointing department for interview.

9. When a candidate is selected by department management, a job offer will be made in consultation with the Human Resources Department. The job offer must be consistent with the internal job bidding procedure.

10. To authorize hiring of the selected candidate, the department manager must complete the "Employee Appointment" portion of the "Application for Employment."

11. The starting salary for the candidate will be decided by the department manager in consultation with the Human Resources Department. The starting salary will be the minimum rate for the job classification unless job related experience or education justifies a starting salary above the minimum rate. A starting salary above the minimum rate must be approved by the Director of Administration.

12. The Executive Director must acquire residency within the City of St. Louis no later than 90 days after the date of employment. The 90 day period may be extended by the President of the Board of Directors. The Executive Director must maintain residency within the City of St. Louis as a condition of continued employment with the St. Louis Public Library.

13. All candidates for employment who reside within the city of St. Louis will be given preference in hiring among other candidates with equal qualifications.

14. Relatives of current staff members may be employed only in positions where they do not report to, or have supervisory authority over a relative. A relative is defined as spouse, child, parent, brother, sister, parent-in-law, aunt, uncle, niece, nephew, step-child, step-parent, step-brother, step-sister, grandchild or grandparent.

15. All new employees must complete new employee orientation unless the requirement for orientation is waived by the Manager of Personnel Services.

16. All new employees serve a probationary period as provided for in Personnel Policy 006-PROBATIONARY PERIOD.

PERSONNEL POLICY 002

TEMPORARY POSITIONS

STATEMENT OF POLICY

Under certain circumstances it is in the best interest of the St. Louis Public Library to utilize temporary employment positions. Temporary positions are normally used when there is a need to accomplish a project or task of defined length.

GENERAL PRINCIPLES

1. An approved position requisition must be on file in the Human Resources Department prior to filling a temporary position.
2. Except as approved by the Manager of Personnel Services and the Executive Director, the length of a temporary position will not exceed six (6) months.
3. The request for the temporary position will specify the estimated duration of the assignment, the specific project to be completed and reason for using temporary rather than existing staff.
4. Requests for temporary positions funded from revenues other than Library operating revenues will state the source and duration of funding as well as the information required by #3 above.
5. All candidates for temporary positions must have a current employment application on file in the Human Resources Department.
6. Candidates for temporary positions are initially evaluated by the Human Resources Department in the same manner as candidates for permanent positions (see Personnel Policy 001-EMPLOYMENT).
7. Employees in temporary positions are assigned the minimum salary rate for the job classification and are not entitled to salary increases during periods of temporary employment.
8. Temporary employees will not participate in employee benefit programs. Exceptions in specific cases may be made only with approval of the Director of Administration and the Executive Director.
9. A Department Manager may use temporary employees to fill permanent positions only after posting the position unless approved by the Manager of Personnel Services.
10. Use of personnel from temporary employment services must be approved by the Manager of Personnel Services. Arrangements for temporary employees from employment services are made only by the Human Resources Department.
11. Periods of temporary employment are not credited toward waiting periods for benefit programs.

January, 1990

PERSONNEL POLICY 003

EMPLOYMENT STATUS

STATEMENT OF POLICY

Employment status is defined and explained to assure the fair administration of benefits and work schedules for all employees. Nothing in this policy should be taken as a guarantee of any given schedule or number of hours.

DEFINITIONS:

1. Full-time Employees
   a. Scheduled to work 80 hours per two (2)-week pay period.
      Actual hours assigned for work in a given pay period will depend on the work load demands of the assigned work area.
   b. Eligible for all normal St. Louis Public Library benefits only as long as classified full-time. Normal benefit accruals are not affected by unpaid absences of less than five (5) days.
   c. Required to work weekends and varying work hours as scheduled by the department.

2. Part-time Employees.
   a. Scheduled to work less than 80 hours per two (2) week pay period.
   b. Eligible for employee fringe benefits as defined in personnel policies.
   c. Required to work weekends and varying hours as scheduled by the department.

3. Temporary Employees
   a. Scheduled to work 80 hours or less per two (2) week pay period.
   b. Length of employment is established by the project or task to be accomplished and may not normally exceed six (6) months.
   c. Not eligible to participate in employee benefit programs.

4. Probationary Employees (See Personnel Policy 006-PROBATIONARY PERIOD)
   a. All newly hired employees serve a six (6) month probation period.
   b. The completion of the probation period does not in any way imply an obligation or contract by the St. Louis Public Library for any form of permanent employment, or employment for any specified time period. The probation period is designed to allow both the employee and the employer a period of time for the employee to become familiar with the work environment and for the St. Louis Public Library to evaluate the employee's fitness for the position, and ability to meet performance standards.

GENERAL PRINCIPLES

1. Changes in employment status must be approved by the Manager of Personnel Services.
2. Changes in employment status will not affect the employment anniversary date for the purposes of calculating years of service or benefit accruals. (Except as may be required under the City of St. Louis Retirement System.)
3. All employees, regardless of employment status, are expected to substitute where needed, and substitute during hours other than those to which they are regularly assigned.
4. Full and part-time employees are assigned to wage and salary grades according to their job classification and are eligible for salary review in accordance with the wage and salary program.
5. Temporary employees are assigned to the minimum salary rate for the job classification and are not entitled to salary increases during periods of temporary employment.

PERSONNEL POLICY 004

JOB POSTING AND TRANSFER

STATEMENT OF POLICY

It is the policy of the St. Louis Public Library to provide selected transfer and promotion opportunities to current employees. Job vacancies are publicized through the Job Posting Program.

INTRODUCTION

Non-Probationary employees may apply for any posted position for which they are qualified. Job opportunities are announced by a job posting bulletin which is distributed to all work areas and branch libraries. A job opportunities notebook is available for employee review in the Human Resources Department, and open position announcements are posted on the employee bulletin board located in the employee break room on the 3rd floor of the Central Library. The Branch Library Supervisor will designate an area at each branch for job posting bulletins.

GENERAL PRINCIPLES

1. Vacant positions will be closed to outside applicants for the following periods:
   a. Entry level positions--3 working days.
   b. Positions above the entry level, including professional positions--5 working days.
2. In cases of internal reassignment of personnel within a particular department, (for example, a lateral transfer of an employee to an open position in the same salary grade) the posted position is the position left open after internal moves have been completed.
3. Reclassification within a department are not posted unless the reclassified position is vacant.

4. Current employees who are not probationary may apply for a posted vacancy at any time during which applications are being accepted for the position. The posted position is considered open as long as applications are being accepted from any source.

5. The posting period is defined as the period during which outside applications will not be considered for a position.

6. Posted positions are considered open until filled or, at the discretion of the Manager of Personnel Services are closed.

7. Offers of employment to any candidate, internal or external, may be made ONLY after the posting period for the position has expired.

8. Applications, including job bidding forms, for all vacant positions are accepted by the Human Resources Department during normal working hours.

9. Initial interviews are conducted by the Human Resources Department to determine if the applicant is eligible for the transfer or promotion and meets the qualifications for the position.

10. The Human Resources Department will schedule interviews for qualified applicants at the request of the Department Manager.

11. When a position is filled through a transfer it is the responsibility of the transferee to notify the current department manager of the acceptance of another position.

12. The actual transfer date will be determined by the department managers involved with assistance of the Human Resources Department. Transfers will normally take place no later than two (2) weeks from the date of selection.

13. All applicants for transfer will be notified by the Human Resources Department of the selection decision no later than one (1) week after the decision has been made.

14. An employee is limited to two (2) changes in job classification in any twelve (12) month period except in those cases of operational necessity as determined by the St. Louis Public Library.

15. Supervisors should base selection of employees for transfer on work performance, experience, attendance and ability to meet job specifications. When knowledge, skill, ability and above factors are equal, length of service will be the determining factor in selection of the successful candidate.

16. An Interview Report Form (see attached) will be completed by the hiring supervisor for all internal candidates for positions. The Interview Report Form will contain an explanation of the reasons for nonacceptance of internal candidates, and the rationale for selection of a particular candidate. Interview Reports should specifically explain why an outside candidate was selected for a position for which an internal candidate had applied. The Interview Report Form is confidential and will be maintained in a file separate from personnel records.

17. Outside candidates may be considered when it is in the best interest of the library to do so. The following are examples of when it is appropriate to consider outside candidates:

    a. There are not sufficient qualified internal candidates to make a reasonable choice.

    b. The position requires specific training not possessed by internal candidates.

c. Qualified internal candidates did not apply for the position.

18. All transfers including promotions will be subject to a probationary period of up to sixty (60) calendar days. Transferred employees whose performance is not satisfactory during the probationary period will be returned to the previous position if still available.When the previous position has been filled, the employee will be given priority consideration for any open position for which qualified.

19. Any training, education, experience, or special achievements not listed in the employee's personnel record at the close of posting, may not be considered. It is the responsibility of each employee to keep his or her personnel file updated.

20. Vacant positions may not be posted if there are qualified available staff members whose positions have been eliminated, or qualified employees returning from an authorized leave of absence, or library administration exempts the position from posting.

PERSONNEL POLICY 005

INVOLUNTARY TRANSFER

INTRODUCTION

This policy sets forth general guidelines by which employees may be reassigned within the St. Louis Public Library to achieve the most efficient balance between staffing and work load requirements. It must be recognized that specific reassignments are dependent upon the circumstances of each situation and will be as consistent as possible to meet the needs of both patrons and employees. Employee reassignments may be necessary due to changes in service, consolidations or other business reasons.

GENERAL PRINCIPLES

1. Employees who must be reassigned may be transferred to an available position with any department, branch or service of the St. Louis Public Library.

2. A required transfer is considered mandatory as a condition of employment.

3. In cases where positions are deleted, redefined, reclassified, or transferred to another operational area, volunteers will be solicited to transfer prior to initiating involuntary transfers.

4. In order to maintain employment for long term employees, temporary employees in a job classification from which positions have been deleted will be terminated before involuntary transfers are implemented.

5. Employees who are required to transfer involuntarily will, if possible, be given 30 days notice prior to the effective date of the transfer. During the 30 days notice period, the employee's rate of pay will not be affected. Employees who have been placed on 30 days notice of transfer may be floated to areas of greatest need as required.

6. Selecting employees for mandatory reassignment:

a. Transfers will be made in the discretion of management to advance the interests of the library. Employees will be selected for transfer based on qualifications, employment status, job assignment and seniority.

b. Temporary employees in affected job classifications will be the first employees considered for transfer.

c. Other considerations being equal, transfers from a job classification will be in reverse order of seniority with the least senior employee selected to transfer first.

d. Any exception to "c." above, must approved by the Manager of Personnel Services.

7. Due to the varied training requirements, uniqueness and complexity of some positions, employees are not granted seniority (displacement) rights outside of their department or job classification nor may they bump an employee in a higher classification.

8. Transferring to an available position:

a. Any St. Louis Public Library department with an open position must interview a displaced candidate who meets the minimum qualifications for the position.

b. If a candidate other than a displaced candidate is chosen, the department manager must provide a written summary to Human Resources of why the displaced candidate was not chosen. The position may not be offered to another candidate until approved by the Manager of Personnel Services.

c. A displaced employee must either accept an available position for which qualified or if there is no position available by the end of the 30 day notice period, accept a 90 day personal unpaid leave of absence.

d. If the employee has not received a position by the end of the 90 day personal leave, employment is terminated.

e. A displaced employee must notify the Human Resources Department of acceptance or non-acceptance of an available position within five (5) working days of the offer.

f. If an employee accepts a position in a pay grade lower than the current position and the maximum of the new grade is not equal to the employee's current salary, the employee will be paid at least 90% of his or her current hourly wage.

g. At such time as pay range adjustments cause the employee's new pay grade to equal the current pay, the employee will revert to the new grade.

9. Procedure

a. Elimination of a position or involuntary reassignment must be approved by the Director of Library Operations and Director of Administration.

b. A Human Resources Department representative will assist the department manager in selecting employees who will be affected by the implementation of this policy.

c. The Human Resources Department representative and the Department Manager will meet with those employees who may be displaced.

d. The Human Resources Department representative will counsel each employee individually regarding
   1. qualifications for available positions.
   2. job goals.
   3. individual training needs.
   4. ways of meeting qualifications for available positions.
   5. securing an available position.

10. The St. Louis Public Library considers the acceptance of available work for which qualified a condition of employment. The library therefore reserves the right to reassign employees to positions for which they are qualified as required by work load demands.

PROBATIONARY PERIOD

STATEMENT OF POLICY

It is the policy of the St. Louis Public Library to provide a probationary period for employees in order to allow time for a fair and reasonable evaluation of an employee's suitability for the position and continued employment with the library. The probationary period also provides employees with an opportunity to decide if they are satisfied with the job and with the St. Louis Public Library.

During the probationary period it is important that the supervisor periodically review and document the employee's performance to determine whether the employee is performing satisfactorily. To allow an opportunity for performance improvement, any areas in which there are deficiencies should be discussed with the employee when they occur.

GENERAL PRINCIPLES

1. For beginning employees the probationary period is six (6) calendar months.

2. Upon satisfactory completion of the probationary period an employee is classified as full-time or part-time in accordance with Personnel Policy 003-EMPLOYMENT STATUS.

3. Employment may be terminated at any time during the probationary period if the supervisor's review of employee performance is not satisfactory. Approval by the Manager of Personnel Services is necessary prior to termination.

4. No later than 30 days prior to the end of the probationary period, the supervisor will complete a written evaluation of the probationary employee's performance and discuss it with the employee.

5. With supervisor approval, the probationary period will be considered complete at the end of six (6)

months from date of hire.

6. The probationary period may be extended for up to thirty (30) additional days for documented performance problems that do not warrant termination.

7. Completion of the probationary period does not in any way imply by the St. Louis Public Library an obligation or contract for any form of permanent employment or employment for any specified time period. The employee probationary period is designed to allow both the employee and the employer a period of time for the employee to become familiar with the work environment and for the St. Louis Public Library to appraise the employee's fitness for the position and ability to meet performance standards.

VOLUNTEERS

STATEMENT OF POLICY

It shall be the policy of the St. Louis Public Library to utilize the services of volunteers in any areas where they can assist the library in meeting its objectives of public service. Volunteers shall be utilized to supplement the duties and activities of paid staff and are not considered a replacement for paid staff.

INTRODUCTION

Volunteers are a valuable resource for any public service organization and serve to expand available service through their efforts. While the donation of their time and talents is greatly appreciated each volunteer must recognize there is an obligation to provide service within the guidelines and policies of the St. Louis Public Library.

GENERAL PRINCIPLES

1. Volunteers are not to be placed in budgeted staff positions.

2. An application for volunteer appointment must be completed by each prospective volunteer. Applications are evaluated by the volunteer coordinator and prospective volunteers are interviewed by the supervisor of the area in which the volunteer service is to be provided.

3. All volunteers must be at least 14 years old. High school students who wish to volunteer must provide a reference from a school counselor or teacher familiar with the student's work and one other person who knows the student.

4. All volunteers must abide by the employment policies, rules and conditions of the St. Louis Public Library, including standards of dress and appearance.

5. Prior to beginning volunteer assignments, each volunteer must complete a volunteer orientation program.

6. Failure to meet the conditions of this policy and to meet agreed to volunteer commitments may result in dismissal from the volunteer program.

EMPLOYEE RECORDS

STATEMENT OF POLICY

It shall be the policy of the St. Louis Public Library to protect the confidentiality of information pertaining to employment applicants, current employees and past employees.

INTRODUCTION

Personnel records of all St. Louis Public Library employees are maintained by the Human Resources Department. Each personnel record will contain at least the following:

a. employment application
b. references
c. compensation & benefit information
d. tax withholding information
e. relevant personal data
f. college transcripts if applicable
g. miscellaneous information as required

GENERAL PRINCIPLES

1. As used in this policy, employee refers to employment applicants and current and former employees.

2. Access to employee personnel records is limited to those individuals with a bona fide need for information.

3. Information from employee personnel records is released to agencies outside of the St. Louis Public Library only with the approval of the Manager of Personnel Services or to comply with a court order.

4. All requests for information regarding employees will be directed to the Human Resources Department.

5. Department heads and supervisors may review the personnel records of their employees or the personnel records of applicants for positions in their department with appropriate notice to the Human Resource Department.

6. All reviews of personnel records will take place in the Human Resource Department. Original personnel records will be released from the Human Resources Department only under court order or with the permission of the Manager of Personnel Services.

7. Employees may review their personnel records upon request to the Human Resources Department. Review will take place in the Human Resources Department during normal operating hours with a member of the Human Resources Department staff present.

8. Confidential information provided by agencies outside of the St. Louis Public Library will not be available for employee review. (See Paragraph 11)

9. Employees may be provided with copies of information from their personnel file upon written request to the Manager of Personnel Services.

10. If an employee disagrees with information contained in his or her personnel record, the employee may submit a written statement explaining the disagreement. The statement will be attached to the document in question and become a permanent part of the record. Such statements must be submitted to the Manager of Personnel Services.

11. The following information is not open to review and is maintained in a separate file:

    a. information relative to an employee grievance

    b. references received from former employers and college placement offices

    c. Interview Report Forms

    d. medical information

12. Information from personnel records will be released to agencies as follows:

    a. Salary verification will be furnished to credit agencies with the employee's written permission.

    b. Credit agency information will be confined to period of employment, job title and pay rate.

    c. Employment references released to other employers will be confined to dates of employment and job title.

EMPLOYEE TUITION REIMBURSEMENT

STATEMENT OF POLICY

The St. Louis Public Library is committed to assisting employees in personal and professional growth by providing opportunities for continuing their education while employed by the Library. To allow for employee education opportunities, the Library will make every effort to provide flexibility in scheduling and work assignment. The organization will provide financial assistance within established guidelines for approved courses of study. Employee efforts toward self-improvement, which include taking advantage of formal education opportunities, will be considered in annual performance appraisals.

INTRODUCTION

While the St. Louis Public Library agrees, as a matter of policy, to be as flexible as possible considering the demands of patron service, to assist employees in continuing their education, it is incumbent upon each employee to work with the St. Louis Public Library by agreeing to the same flexible approach to work schedules in order to meet the demands of Library service.

GENERAL PRINCIPLES

1. One half of the cost of tuition and fees may be reimbursed, with an annual maximum of $750 per employee.
2. A course may be for academic credit or non-credit if approved in advance in accordance with this policy.
3. Minimum grade requirements to qualify for reimbursement:
    - undergraduate level --- C
    - graduate level --- B
    - grades not given --- Satisfactory
4. An employee must meet eligibility requirements as set forth in this policy at the time the course is completed.
5. A canceled check or receipt to verify payment of tuition must be submitted with the request for reimbursement.
6. Eligibility
    a. The employee must have completed six (6) months of employment.
    b. The employee must be scheduled to work a minimum of 20 hours per week.
    c. The course must be related to the employee's present job or be part of the requirements for a degree or certificate to enhance the employee's value to the Library.
7. Request for tuition reimbursement must be approved in advance by the employee's department head or branch supervisor and the Manager of Personnel Services.
8. A "Request for Tuition Reimbursement" which serves as both advance approval and approval for

reimbursement may be obtained from the Human Resources Department.

9. Each department manager is expected to consider employee continuing education and self improvement a priority, second only to patron service obligations.

10. Every effort shall be made to use flexible scheduling to allow for class attendance.

11. Employees who are attending classes must agree to work the flexible hours necessary for the department or branch to meet its service obligations.

12. Due consideration must also be given at all times to the fair work assignment of employees who are not participating in education programs.

13. The St. Louis Public Library does not by this policy or any other rule, policy or procedure, grant to any employee the absolute right to attend any specific class offered by any specific learning institution, at any specific time. The Library's service obligation is always a first priority in any scheduling decision.

PERSONNEL POLICY 012

EMPLOYEE EDUCATION OPPORTUNITIES

STATEMENT OF POLICY

By operating necessity, the St. Louis Public Library must have a well-educated professional staff. One way to obtain that staff while providing opportunities for upward mobility to Library workers is through the support of appropriate educational opportunities. The Educational Opportunities Program is designed to assist present and future employees in the pursuit of appropriate bachelors' and masters' degrees, most especially those employees directed toward training as certified library professionals. The Educational Opportunities Program will provide financial assistance through grants and loans.

GENERAL PRINCIPLES

Eligibility

1. To be eligible for educational assistance, the employee must meet the following requirements:
    a. Have completed at least one (1) year of employment with the Library.
    b. Be scheduled to work at least 20 hours per week.
    c. Submit an application for assistance endorsed by his or her supervisor.
    d. Have completed the following minimum education requirements:
        1) At least 60 semester hours or 80 quarter hours of college.

2) At least a bachelor's degree for assistance at the graduate level.

e. The course of study must be related to the employee's present job or be part of the requirements for a degree or certificate to enhance the employee's value to the library (added January, 1990).

f. Nothing in this policy is intended to grant any employee a right or entitlement to a grant or loan. The library reserves the right to deny any application for a grant or loan for budgetary or other reasons (added January, 1990).

Financial Assistance (See Financial Footnote)

2. A staff member may apply to the Human Resources Department for two different kinds of financial assistance: grants and loans.

   a. Grants consist of cash awards for approved courses.

   b. Loans are made to cover tuition cost not covered by grants and maintenance stipends which may be used for family support and/or living stipends while a staff member is engaged in residential study.

3. Limits to the Awards

   a. No staff member will be allowed more than $1000 in tuition grants.

   b. The maximum loan amount provided to any staff member is $3000.

   c. The loan may be forgiven at the rate of $1000 for each year of employment after completion of the education.

4. All grants or loans under this policy are renewable each academic year based on the student's performance in the previous year.

   a. Performance is verified by a review of grades and other performance factors by the Library Scholarship Committee. (To be appointed by the Executive Director)

   b. Minimum acceptable grades are "C" for undergraduate work or "B" for graduate work.

5. Staff members do not have to repay loans provided under this policy unless employment with the Library is terminated. The terms of loan payback become applicable immediately upon termination of employment.

6. Terms of Loan Payback

   a. Loans are at a market interest rate to be established by the Board of Directors upon the effective date of the loan.

   b. Loans are payable in monthly installments to be arranged between the employee and the Business Office.

   c. The first installment is due the first of the month following the last month of school or the month of terminating employment.

d. Termination of employment by the employer for cause does not forgive the loan.

e. If the staff member has a loan under this policy, termination by the employer for cause is subject to automatic review by the Employee Relations Committee of the Board of Directors.

7. The St. Louis Public Library reserves the right to review and amend or discontinue this program at its discretion.

PERSONNEL POLICY 013

EMPLOYEE BENEFIT PROGRAMS

STATEMENT OF POLICY

For the Library to attract, retain and protect those employees necessary to fulfill its public service objectives, competitive employee benefits must be provided.

INTRODUCTION

Employee Benefit Programs generally include welfare plans and time off. This policy addresses only welfare plans. Time off is covered in Personnel Policies 014 and 015. Welfare benefit plans are provided to protect employees and their families against financial catastrophe caused by excessive health care expenses, loss of income due to disability, and to supplement retirement income.

GENERAL PRINCIPLES

1. Enrollment takes place in the Human Resources Office and employees are not participants in Welfare Benefit Programs unless enrolled (except for the pension program).

2. Health and Dental Insurance

   a. Employee coverage fully paid by the Library.

   b. Family coverage is paid by the employee.

   c. Health and dental insurance is effective on the first of the month following the hire date.

   d. Health and dental programs are provided by the library through an insurance carrier and, as such, specific coverage and benefits are defined in plan documents provided by the carrier.

   e. Payment of a specific claim or payment for specific services is decided by the carrier as provided for in plan documents.

3. Life Insurance

   a. Life insurance for the employee in the amount of the employee's annual salary rounded to the highest one thousand dollars ($1,000.00) is fully paid by the library.

   b. An employee may purchase optional supplemental (additional) coverage and/or family coverage at group rates.

   c. Life insurance is effective on the first of the month following the hire date.

4. Long Term Disability, (LTD)

   a. Employee coverage is fully paid for by the library.

   b. LTD is only available for eligible employees as defined in the plan document.

   c. Long Term Disability coverage protects an employee from loss of income due to disability after a 90 day waiting period.

   d. The maximum payable to an employee is 60% of the employee's pre-disability salary during specified periods of disability, as defined in the plan document.

   e. Long Term Disability is designed to integrate with an employee's accrued sick leave so that for those employees who have accrued sick leave, there is minimal risk of income loss due to disability.

   f. Sixty-five (65) accrued sick days will provide for complete coverage during the 90 day waiting period.

   g. Those employees who have accrued more than 65 days of paid sick leave have the option of converting to long term disability or continuing to use sick leave after the 90 day waiting period (See Personnel Policy 016-PAID SICK LEAVE).

   h. LTD is effective after completing six (6) months of employment.

5. Retirement Benefits

   a. The Library participates in the Employee's Retirement System of the City of St. Louis and makes all contributions on behalf of eligible employees.

   b. The Library also contributes to Social Security for each employee.

   c. Eligibility for retirement is established by the Employee's Retirement System of the City of St. Louis.

   d. Those employees who were employed by the library as of October 1, 1977, who have elected to leave their accumulated contributions in the pension fund may receive additional information from the Employee's Retirement System of the City of St. Louis.

   e. Employee eligibility and participation rules are governed by the Employee's Retirement System of the City of St. Louis.

f. Details regarding the pension program are available from the Human Resources Department.

6. General Provisions of Benefit Programs

a. Enrollment in benefit programs must be accomplished by the employee on the date of hire or as soon as possible thereafter.

b. Employees are eligible for health, dental, life and long term disability programs provided they are regularly scheduled to work at least 20 hours per week.

c. Eligibility for participation in the pension program is based on rules as established by the Employee's Retirement System of the City of St. Louis.

d. Employees are eligible for continued coverage in benefit programs after termination of employment as provided for by law.

Replaces: Group Insurance (5/15/87), Retirement Policy and Pension Fund Contributions (11/10/78)

VACATION

STATEMENT OF POLICY

Vacation is provided to allow employees the benefit of time away from work to use as each individual desires.

INTRODUCTION

The amount of vacation available varies according to the employee's length of continuous service with the St. Louis Public Library and the employment status (full-time or part-time).

Vacation Allowed

1. Full-time employees are granted 120 hours (15 days) of vacation on the first (1st) employment anniversary date. Should the employee elect to do so, 40 hours of the first (1st) year's vacation are available for use after six (6) months of employment.
2. Full-time employees are granted 120 hours (15 days) of vacation on the anniversary date of the second (2nd), third (3rd) and fourth (4th) years of employment.
3. Full-time employees are granted 176 hours (22 days) of vacation on the anniversary date of the 4th-24th years of employment.
4. Full-time employees with 25 years of service or more are granted 200 hours (25 days) of vacation on the employment anniversary date.
5. Part-time (half-time) employees who are scheduled to work at least 20 hours per week but less than 40 hours per week are granted vacation at one half (1/2) the rate of full-time employees.
6. Part-time employees who are scheduled to work less than 20 hours a week do not receive vacation.

Exception: Employees who reached the fourth (4th) anniversary of employment prior to January 1, 1969 are granted their vacation on April 1 of each year.

GENERAL PRINCIPLES

1. To be eligible to use vacation, an employee must have been employed for six (6) continuous months.
2. In scheduling vacation, consideration is given to the employee's preference, the efficient operation of the department, and the employee's length of service with the St. Louis Public Library. Employee seniority will be the deciding factor in cases where the other factors are equal.
3. Requests for vacation scheduling are made to the employee's immediate supervisor.
4. Each department will establish policies and procedures regarding scheduling vacation.

5. In the event that a paid holiday falls during an employee's vacation, the holiday is not counted as part of the vacation. In such cases, the vacation period may be extended or another vacation day granted as determined by the department manager based on the operational needs of the department.

6. Carry Over

   a. Normally vacation must be scheduled and taken during the 12 month period immediately following the anniversary date.

   b. Carry over into subsequent years may only be allowed under special circumstances.

   c. In order to carry over vacation for an employee, approval must be granted by the department head or branch supervisor, the administrative representative and the Manager of Personnel Services.

7. Payment for vacation will be at the employee's regular straight time rate of pay and is not included in the computation of payment for overtime or compensatory time off.

8. Terminating employees are paid for any unused accumulated vacation hours through the last day of employment. Accumulated vacation is also paid to retired individuals and to the estates of deceased employees.

9. When an employee retires prior to his or her anniversary date, vacation will be paid up to the effective date of retirement. The amount of vacation to be paid is determined by prorating the annual allowance from the employee's most recent anniversary date to the effective date of retirement.

10. When an employee changes from full-time to half-time, vacation will be granted on the anniversary date based on a prorated schedule of full and part time employment during the year.

Replaces: Personal Leave (6/21/83)

LEAVE OF ABSENCE

STATEMENT OF POLICY

A Leave of Absence policy is established in order to provide employees with necessary time away from work to supplement the time provided by vacations, holidays and paid sick time.

INTRODUCTION

The St. Louis Public Library provides employees with leaves of absence with pay or leaves of absence without pay according to the guidelines of this policy.

Leaves of Absence With Pay

In order to be eligible for a leave of absence with pay, an employee must be non-temporary full-time or non-temporary part-time, have completed probation, and not be on an approved leave of absence. The following leaves of absence with pay are provided:

1. Bereavement Leave

    a) An employee who suffers a death in the immediate family may be granted up to three (3) consecutive scheduled working days off with pay.

    b) The immediate family is defined as: spouse, child, step-child, parent, step-parent, parent-in-law, step-parent-in-law, brother, sister, grandparent, or grandchild.

    c) Payment for bereavement leave for time lost from work will be at the employee's regular straight-time rate of pay.

    d) With supervisor approval, an employee may use accumulated but unpaid holidays, vacation, or excused time off without pay if additional time for bereavement is required.

2. Jury Duty

    a) Employees are encouraged to serve on juries and should not suffer any monetary loss in doing so.

    b) The employee will receive a regular paycheck for periods of jury service.

    c) Any payment provided by the jurisdiction for jury duty must be endorsed to the St. Louis Public Library.

    d) Since employees are being paid full pay for jury duty service, it is expected that if permanently dismissed from the jury prior to the end of the regular scheduled work shift the employee will report to work.

Leaves of Absence Without Pay

1. Medical Leave

   a) Medical leave of absence may be granted when an employee is unable to work for medical reasons.

   b) To be eligible for a medical leave of absence, the employee must submit to the supervisor a statement signed by a physician indicating inability to perform the duties of his or her job for medical reasons.

   c) Prior to beginning a medical leave of absence all available paid sick leave must be used.

   d) Medical leave of absence may be granted for a period of up to three (3) months, with renewal for succeeding three (3) month periods upon written request and physician verification of inability to perform the duties of the job for medical reasons.

   e) The maximum length of medical leave of absence is one (1) year.

   f) Medical leave of absence is allowed for all medical conditions by which the employee is rendered incapable to perform the normal duties of the job.

2. Military Leave

   a) Military leave of absence is granted for service in the military reserve forces of the United States and the National Guard of the State of Missouri in accordance with applicable statutes.

   b) Paid vacation time or unpaid leave of absence may be used to complete reserve training obligations.

   c) The St. Louis Public Library grants veterans re-employment rights in accordance with federal and state laws.

   d) Any questions concerning veterans re-employment rights or military leave of absence should be referred to the Human Resources Department.

3. Educational Leave

   a) Educational leave of absence for a period not to exceed 18 months (1-1/2 years) may be granted for full-time study in a recognized educational institution provided the study is in a field related to the employee's current or future position with the St. Louis Public Library.

   b) An educational leave of absence may be granted only after available vacation and accumulated holiday pay has been exhausted.

   c) Educational leave is granted only in cases where it is reasonably certain that the employee intends to return to employment with the St. Louis Public Library.

4. General Leave - A general leave of absence of up to 30 days for purposes not included in this policy may be granted with appropriate approval.

GENERAL PRINCIPLES

1) Paid leaves of absence are considered active periods of employment and do not cause any termination of benefits or interruption of employee length of service.

2) For the purposes of this policy, vacation and paid sick leave are not considered leaves of absence.

3) Periods of unpaid leaves of absence of more than 30 days will cause an adjustment in the employee's hire date and employee's anniversary date.

4) Unpaid leave of absence must be approved in advance by the employee's supervisor, department head or branch supervisor, administrative representative and the Manager of Personnel Services.

5) Unpaid leaves of absence are a privilege and may be granted only after the employee's length of service, attendance, performance, position held, purpose of the leave, length of the leave and department staffing are considered.

6) An unpaid leave of absence may be denied at any level of approval.

7) The request for an unpaid leave of absence is submitted in writing to the employee's immediate supervisor.

8) The request for a leave of absence must contain the reason for the leave, length of time requested, beginning date, return date and physician certification if required.

9) The use of accumulated vacation and accumulated unpaid holidays consecutively with a medical leave or general leave is at the discretion of the employee.

10) During periods of unpaid leave of absence, employees do not earn vacation time, paid sick time and holiday pay. Pension accruals may be effected according to the rules and regulations of the Employee's Retirement System of the City of St. Louis.

11) Employees who desire to maintain group health and dental insurance during periods of unpaid leaves of absence must make arrangements with the Finance Office to pay their portion of the premium for the first three (3) months and the total cost thereafter.

12) Group life insurance remains in effect during periods of leave of absence.

13) The acceptance of other employment while on leave of absence is cause for termination of employment with the St. Louis Public Library.

14) It is not possible in all cases to hold an employee's position open during periods of extended leaves of absence.

    a. In cases where the employee's position must be filled, the employee will be notified by the supervisor as soon as possible after the decision to fill the position has been made.

    b. When the employee's position has been filled, every effort will be made to return the employee to a position similar to the one vacated.

    c. When such a position is not available the employee may apply for other open positions for which qualified.

d. In cases where there is no available position when the employee is ready to return from leave, the leave may be extended for an additional 30 days at the employee's request.

15) An unpaid leave of absence places obligations on both the St. Louis Public Library and the employee.

a. The employee's supervisor will notify the employee, preferably by telephone, if it becomes necessary to transfer the employee's position to another area during the leave of absence. If contact by telephone is not possible, the supervisor will notify the employee by registered mail.

b. The employee must keep the Library informed of changes in address, telephone number or status during the period of the leave.

Replaces: Funeral Leave (7/5/79), Jury Duty (7/5/79), Maternity-Absences (3/9/79), Military Leave (7/5/79), Unpaid Leave of Absence (8/24/81)

HOLIDAYS

STATEMENT OF POLICY

It shall be the policy of the St. Louis Public Library to provide paid time off in observance of the holidays specified in this policy.

GENERAL PRINCIPLES

1. The St. Louis Public Library is closed in observance of the following holidays:

    a. New Year's Day - January 1

    b. Dr. Martin Luther King's Birthday - Third Monday in January

    c. Memorial Day - Last Monday in May

    d. Independence Day - July 4

    e. Labor Day - First Monday in September

    f. Veterans Day - November 11

    g. Thanksgiving Day - Fourth Thursday in November

    h. Christmas Eve - December 24

    i. Christmas Day - December 25

2. Paid holiday time off is also provided on two additional days when the library is open to the public.

    a. Washington's Birthday - Third Monday in February
    b. Columbus Day - Second Monday in October

3. Staff members who work on Washington's Birthday or Columbus Day are given their holiday time off during the following 12 months.

4. When a holiday falls on an employee's scheduled day off, the holiday is treated as a floating holiday for that employee and additional holiday time off may be scheduled during the following 12 months.

5. When a holiday falls on a Saturday or Sunday the following guidelines are observed:

    a. When the holiday falls on a Sunday the library is closed on Monday.

    b. When a holiday falls on a Saturday, the library is closed and employees who are not scheduled to work on Saturday receive their holiday at a time to be scheduled with their supervisor within the next 12 months.

c. When Christmas falls on Saturday, the library is closed Friday and Saturday and holiday time off for employees who are scheduled to work on those days is re-scheduled during the following 12 months.

d. When Christmas falls on Sunday, the library is closed Saturday, Sunday and Monday.

e. When Christmas falls on Monday, the library is closed Sunday and Monday and staff receive a day off during the following 12 months for Christmas eve.

6. All re-scheduling of holiday time off requires supervisor's approval.

7. With department head approval payment for any holiday time off may be withheld when the employee is absent on the scheduled work day before or after the holiday or scheduled holiday time off.

8. A holiday that occurs during a period of vacation is not charged as a vacation day.

9. Half-time Employees receive paid holiday time at one half (1/2) the rate of full time employees and are eligible for paid holiday time off as provided for in this policy.

Replaces Holidays (6/20/86)

PERSONNEL POLICY 019

SHIFT DIFFERENTIAL

STATEMENT OF POLICY

The purpose of shift differential is to provide employees with the pay differential for working hours other than the preferred daytime shift.

GENERAL PRINCIPLES

1. Full-time employees whose shift is scheduled to begin between 8:00 PM and 5:00 AM are eligible to receive shift differential.

2. Shift differential is paid only to those employees whose regularly scheduled shift begins after the designated time.

3. "Regularly scheduled to begin," is interpreted to mean an employee who is assigned to the shift for a minimum of five (5) consecutive working days.

4. The amount of pay for shift differential will be specifically defined by library administration.

5. For an employee to be eligible for shift differential the supervisor must indicate in writing to the Human Resources Department that the employee is assigned to an eligible shift for the specified period of time.

6. Differential will not be paid to any day shift employee who by arriving late begins the regular shift after the designated hours for shift differential.

CONFERENCE ATTENDANCE

STATEMENT OF POLICY

The St. Louis Public Library is committed to the development of each employee to his or her potential. Toward that end it shall be the policy of the library to encourage professional development by supporting attendance at appropriate conferences, work shops, professional organization meetings or other appropriate educational offerings.

INTRODUCTION

The demand for attendance at professional development offerings may often exceed the ability of the St. Louis Public Library to fund such endeavors. This conference attendance policy establishes a mechanism to allow for maximum employee participation in staff development efforts. It is the responsibility of each supervisor, manager and administrator to manage available education funds to allow for the widest possible participation. Supervisors are therefore encouraged to discuss with other supervisors and their managers and administrators the advisability of attendance by their employees at any specific educational offering.

GENERAL PRINCIPLES

1. It is the responsibility of the supervisor to approve or disapprove attendance by an employee at a requested conference (the term conference will be used generically in this policy to identify all educational offerings).

2. Approval by the Director of Library Operations or the Director of Administration is also required in advance.

3. Prior to approving attendance at a conference the following should be considered:

   a. If the conference is germane to the employee's present position at the library.

   b. Will the employee's value to the library and its mission be enhanced by attendance?

   c. Does the budget allow for payment?

   d. Will the employee likely remain in the employ of the library? (It is realized that this is very difficult to discern in many cases, however, conference attendance should not be approved for those who management is aware will not be continuing employment).

   e. Is conference attendance being fairly rotated among employees most likely to benefit from such attendance?

4. For approved attendance all expenses within the guidelines of library travel policy will be reimbursed to the employee.

5. Under certain circumstances, partial reimbursement for a conference may be appropriate.

6. Travel to conferences should be arranged by the Finance Office to allow the library to take advantage of available travel discounts or other advantages.

7. Conference attendees as representatives of the St. Louis Public Library traveling as a paid staff member are expected to share all information gained at the conference with other staff members. The sharing may be part of a formal department in-service, or it may be in a more informal way as decided by the department supervisor.

8. All travel at library expense will be administered in accordance with Administrative Policy - BUSINESS TRAVEL approved by the Board of Directors, October 24, 1989.

Replaces Conference Attendance 11/12/82

PERSONNEL POLICY 021

EMPLOYEE GRIEVANCES

INTRODUCTION

The St. Louis Public Library recognizes that employee problems and concerns may arise from time to time. The resolution of such concerns usually can be accomplished through informal and open discussion on a day-to-day basis. Supervisors and employees are encouraged to reach satisfactory solutions to these concerns by regular and open communication. The services of the Human Resources Department are available at any time to provide assistance and facilitate the communication process.

STATEMENT OF POLICY

The St. Louis Public Library recognizes that some problems may not be satisfactorily resolved through day-to-day communication. Therefore, a formal grievance procedure is provided to allow each employee the opportunity to present a written grievance for consideration and reply, without fear of reprisal. Each member of management is responsible for assuring that every employee is aware of this right to appeal, and that this procedure may be used when informal communications do not reach a satisfactory conclusion. Grievance adjustments, if any, are to be consistent with personnel policy and administrative practice.

DEFINITION

A grievance is a written personal appeal presented by an employee to change a management decision or administrative practice affecting his/her work, working conditions or employment status (including discharge). The written grievance must state the reason for the belief that unfair or unequal treatment has resulted from the decision or practice.

GRIEVANCE PROCEDURE

1. The grievance procedure consists of five (5) steps of review (except for cases of discharge).

   STEP 1- An employee who believes he/she has a grievance may submit the grievance, in writing, to the department head, branch supervisor or area coordinator on the Employee Grievance Form within (5) five working days of the event giving rise to the grievance. The department head, branch supervisor or area coordinator will consider the grievance and reply, in writing, to the grievant within five (5) working days of receipt.

   STEP 2- If the decision of the department head, branch supervisor or area coordinator is not satisfactory or a decision has not been rendered within the stated time limit, the employee may present the written grievance to the administrative staff member responsible for the employee's department. The grievance must be presented to the member of the administrative staff who is responsible for the grievant's assigned area within five (5) working days of receipt of Step 1 findings by the grievant. The administrative staff member will consider the grievance and issue a decision in writing to the employee within five (5) working days of receipt.

   STEP 3- If the decision of the administrative staff member is not satisfactory or is not rendered within the stated time limit, the grievant may request presentation of the grievance to the Grievance Committee by notifying the Director of Human Resources within five (5) working days. The Grievance Committee will consider the grievance and render a written recommendation to the Executive Director within 14 calendar days.

   STEP 4- The Executive Director will review the recommendations of the Employee Grievance Committee and approve, modify or disapprove their recommendations with written notification to the employee within 14 days of receipt. If the Executive Director is the direct supervisor of the grievant, the grievance will proceed directly to the Employee Relations Committee of the Board of Directors, or other Board designated committee.

   REVIEW- (Amended by the Board of Directors on 10/24/89)
   The grievant may request review of the record of the grievance by the Employee Relations Committee of the Board of Directors. The Employee Relations Committee, after review, will approve the disposition of the grievance, request additional evidence or testimony, or refer the grievance to the full Board of Directors for their consideration.

2. DISCHARGES

   An employee who elects to protest a discharge may submit a written grievance to the Human Resources Department within five (5) working days of date of notification of discharge. The grievance will proceed to Step 2 of the grievance procedure.

3. A grievance will not be considered when based on any of the following:

   a. Reduction in the employee work force.

   b. Any complaint, grievance or concern affecting temporary or probationary employees.

   c. Non-selection for promotion or transfer when the basis for the grievance is an allegation by the employee regarding the qualifications of the person selected.

d. Rates of pay or levels of fringe benefits.

e. Group grievances.

4. The Manager of Personnel Services is available to assist employees and supervisors in resolution of a grievance at any step in which she may be of assistance. The initiation of the grievance process does not indicate that each grievance must go through all steps. Resolution of the grievance acceptable to all parties is always the goal.

5. Records of employee grievances will be maintained in a confidential file, separate from personnel records.

Attachments
1. Employee Grievance Committee
2. Procedure for Filing a Grievance
3. Grievance Review Form

Approved by
Board of Directors: March 28, 1989

Amended: October 24, 1989

Attachment 1

Attachment 1:

EMPLOYEE GRIEVANCE COMMITTEE

1. The Employee Grievance Committee is composed of the following:

   - Two members elected by staff members of the Central Library.
   - Two members elected by staff members of Branches and Community Services.
   - One member elected at large.

2. Functions of the Employee Grievance Committee.

   a. The Employee Grievance Committee operates to provide every staff member access to a group of peers for the full and fair airing of a grievance.

   b. The committee is to serve as an impartial investigator and to determine facts of a given situation.

   c. Members of the Employee Grievance Committee are protected from retaliation or reprisal for activities related to service on the Employee Grievance Committee.

   d. Staff members, supervisors and managers are to cooperate fully with the Grievance Committee in its efforts to resolve an employee grievance.

3. Election of the Employee Grievance Committee

   a. Members of the Employee Grievance Committee are elected in a bi-annual secret election.

   b. All non-temporary staff members not in supervisory positions are eligible to nominate candidates for the Employee Grievance Committee.

   c. Nominees must be non-temporary staff members who are not in supervisory positions.

   d. The Human Resources Department shall conduct the nominations and the election.

   e. The schedule for nominations and the election will be as follows:

      1) A nomination period will be announced to employees thirty (30) days before the expiration of the current committee's term.

      2) Central Library staff members may nominate individuals only from the Central Library; branch library staff members may nominate only individuals from branch locations.

      3) The names of all nominees who are eligible to serve shall be placed on the ballot by order of the representing unit and then alphabetically within the unit.

      4) Twenty (20) days before the expiration of the current committee's term, individual ballots will be sent to the work locations of each active staff member. Ballots are to be returned to the Human Resources Department within ten (10) days of mailing.

5) The next working day following the election deadline, ballots will be counted and results reported by the Human Resources Department. The election results will be printed in the following two consecutive issues of "Intercom".

6) The Manager of Personnel Services will call a meeting of the newly elected committee within ten (10) days of the election. The purpose of this meeting is the election of a chairperson. The Manager of Personnel Services will also provide committee members with an educational program regarding the grievance policy and review process.

7) If a committee member becomes ineligible to serve because of resignation, transfer or promotion, the Employee Grievance Committee will select a new member to complete the unexpired term. The selected member must represent the same area (Central or Branches) as the member being replaced. The new member's name will be published in the next two consecutive issues of "Intercom".

4. Employee Grievance Committee Procedures

a. The Grievance Committee may call witnesses and/or use technical advisors as necessary.

b. All information that is part of the grievance process is confidential and members of the Employee Grievance Committee, witnesses and/or technical advisors may not divulge such information to any individual except in the performance of their duties associated with serving on or advising the Employee Grievance Committee.

c. Records of the Employee Grievance Committee will be maintained by the Human Resources Department in a confidential file.

5. In the event there are not sufficient staff members nominated by employees to elect a five member grievance committee, members will be appointed by Administration.

Attachment 2

PROCEDURE FOR FILING A FORMAL GRIEVANCE

1. Secure an "Employee Grievance Review" form from the Human Resources Department.
2. Complete the Employee Information and Grievance Statement sections of the form.
3. Be sure the date of the request is noted in the space provided.
4. State the nature of your grievance as clearly as possible including all circumstances. A member of the Human Resources Department staff is available to assist you in writing your grievance and in using the grievance procedure.
5. Return the completed Grievance Statement to the Human Resources Department.
6. The Human Resources Department will forward the grievance and appropriate documentation to the first level respondent as defined in this policy. A copy will be provided to the grievant by the Human Resources Department.
7. Notify the Human Resources Department if the grievance is resolved at Step 1 or Step 2.

PERSONAL BUSINESS

STATEMENT OF POLICY

It shall be policy of the St. Louis Public Library to prohibit the conduct of personal business on library premises except as specifically provided for in policies, rules and regulations.

GENERAL PRINCIPLES

1. The operating of a personal business using the facilities of the St. Louis Public Library is strictly prohibited.
2. The use of St. Louis Public Library resources other than for official St. Louis Public Library business is prohibited without written permission of the Executive Director.
3. Removal of library equipment from the library premises for personal use without the written permission of the appropriate manager is prohibited.
4. The use of library vehicles for other than designated library purposes is prohibited.
5. Telephone Calls
    - a. Library staff members are expected to discourage incoming personal telephone calls during working hours.
    - b. The use of library telephones for personal reasons must be limited to items of an essential nature that cannot be taken care of during other than business hours.
    - c. Long distance telephone calls are restricted to those necessary to conduct library business.
6. The unauthorized use of any St. Louis Public Library resources including telephones may be grounds for corrective action.
7. Consulting and/or writing for personal gain, that will not directly benefit the Library is prohibited on Library time. Any consulting or writing projects that will enure to the staff member should be discussed with Library Administration prior to the beginning of the project. Outside projects which interfere with the performance of the staff member's duties for the Library may, in the discretion of Library Administration, be prohibited.

Replaces Telephone Calls (12/17/82)

PERSONNEL POLICY 022.2

SOLICITATION AND DISTRIBUTION

STATEMENT OF POLICY

In order to protect patrons, guests and employees from disruptive intrusions upon their time and privacy the St. Louis Public Library has adopted a no solicitation and no distribution policy.

GENERAL PRINCIPLES

1. Organizations and persons other than employees of the St. Louis Public Library may not engage in solicitation, distributions or posting of written or printed materials of any nature at any time in or on the premises of the St. Louis Public Library without specific permission of library administration.
2. The selling or distributing of any type of merchandise of services by non-employees is prohibited at all times.
3. Employees are prohibited from solicitation of any kind during working time or at any time in public access areas.
4. Distribution of any materials or literature is prohibited during working time and distribution is prohibited at all times in any public access areas.
5. Working time is defined as all on-duty time except meal periods and authorized break periods.
6. All supervisors and managers are responsible for the enforcement of this policy.
7. Violations of this policy should be brought to the immediate attention of the Human Resources Department.

January, 1990

SEXUAL HARASSMENT

STATEMENT OF POLICY

It shall be the policy of the St. Louis Public Library to maintain a working environment which is free from all forms of sexual harassment or intimidation.

INTRODUCTION

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors or other verbal or physical contact of a sexual nature by employees or non-employees when:

a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;

b. Submission to or rejection of such conduct is used as a basis for any employment decision affecting such individuals;

c. Such conduct has a purpose or effect of interfering with an employee's work performance or creating an intimidating, hostile or offensive working environment.

GENERAL PRINCIPLES

1. Any employee who suspects he or she is a victim of sexual harassment should immediately report the incident to his or her supervisor or the Human Resources Department.

2. The Human Resources Department will promptly conduct a confidential investigation of the incident.

3. A full report of the complaint and investigation will be provided to the Executive Director as soon as possible after notification of the complaint.

4. The Executive Director will take whatever action is necessary to correct the situation.

5. Any employee who violates this policy will be subject to corrective action, which may include discharge.

6. Any management employee of the St. Louis Public Library who is aware of sexual harassment practices is responsible for bringing these incidents to the immediate attention of the Manager of Personnel Services.

ATTENDANCE

STATEMENT OF POLICY

Every employee of the St. Louis Public Library is essential to the overall accomplishment of the library's objectives. When staff members do not meet their attendance obligations an unnecessary burden is placed on other employees and library service is compromised.

INTRODUCTION

Occasionally it is necessary and understandable for an employee to be tardy or absent from work due to illness, a family emergency or certain other personal problems. Except for those occasional circumstances, each employee has a responsibility to be present for each scheduled work day at the correct time. An unexcused absence occurs when a staff member fails to notify the supervisor as required by this policy or the staff member elects to be absent without the permission of the supervisor.

GENERAL PRINCIPLES

1. It is the responsibility of the supervisor or department head to inform each department employee of the procedure and telephone number to be used to report tardiness or absence.

2. The employee must notify the supervisor or designated individual of anticipated tardiness or absence according to department procedure.

3. Specific notification according to department procedure is required everyday unless absence for a specified period of time has been approved in advance.

4. The supervisor or department head may excuse an employee from a scheduled work shift for the reasons set forth in this policy upon proper notification by an employee. The supervisor may, at his or her discretion, require documentation of the reason for the absence.

5. In the event of sudden illness or other emergency which prevents advance notification, the staff member must notify the department as soon as possible after the start of the work day.

6. The supervisor or department head may at his or her discretion grant an excused absence when extenuating circumstances preclude advance notification.

7. Excused absences may also be granted as provided for in the leave of absence policy.

8. Absenteeism considered to be excessive will be cause for corrective action, even though proper notification was followed.

9. Excessive absenteeism is any absenteeism that interferes with the operation of the staff member's assigned department, and may include the use of accrued sick leave.

10. Repetitive absence patterns such as excessive Friday or Monday absences (after weekends off) or

excessive absence before or after holidays, will be cause for corrective action even if taken as part of accrued sick leave.

11. Excessive tardiness will be evaluated and considered for corrective action in the same manner as absenteeism.

12. Tardiness due to severe weather conditions will be considered on an individual basis.

13. Any employee who is absent from work without proper notification for three (3) or more consecutive scheduled working days will be considered as having voluntarily terminated employment due to job abandonment.

14. Time off for voting shall be granted in accordance with Missouri law.

PERSONNEL POLICY 025

HOURS OF WORK AND SCHEDULING

STATEMENT OF POLICY

To provide required patron services and meet its obligations as a leading cultural institution, the St. Louis Public Library operates during those hours required to conduct business and provide services.

INTRODUCTION

All employees are expected to work the hours that are necessary to maintain services as determined by department heads and supervisors. Employees may be called upon as a condition of employment to work beyond a normal shift or a normal work week. Hours for various positions may also vary based on the needs of the department branch or unit to which an employee is assigned.

GENERAL PRINCIPLES

Scheduling:

1. Full-time staff members generally work 80 hours in a two-week pay period.

2. Hours are usually scheduled in 8 hour per day increments, 5 days per work week.

3. Specific department work schedules are determined by the department and may be subject to change.

4. Starting and ending times may vary based on the employee's specific assignment.

5. Each employee will receive a fifteen minute break as scheduled by the supervisor for each four hour work period.

6. An unpaid meal period is scheduled by the supervisor for each employee who works an eight hour day.

7. The length of the meal period and scheduling for the meal period is determined by individual departments based on department needs.

8. Meal periods are not paid time and as such are considered the employee's free time to use as each individual employee sees fit.

9. The eight hour work day does not include the unpaid meal period, therefore, the individual employee's working day will include eight hours of paid time plus the unpaid meal period.

10. Working through a meal period as overtime is not an employee option and must be approved by the supervisor. Meal periods are automatically deducted from the total hours worked unless specific notation is made on the employee time sheet.

Recording Time Worked:

(To be developed with new time keeping procedure.)

Overtime:

1. Employees are expected as a condition of employment to work overtime when considered necessary and authorized by the department head.

2. Employees who work overtime will be granted compensatory time off at the rate of 1 and 1/2 hours for every hour of overtime worked for all time worked in excess of 40 hours in one work week. Payment for overtime in place of compensatory time-off must be approved by the Director of Administration.

3. The employee's supervisor must authorize compensatory time off by appropriate annotations on the employee time sheet.

4. The supervisor will maintain records of all time worked in excess of 40 hours in one week and schedule compensatory time off as soon as possible after the overtime was actually worked. If compensatory time off cannot be scheduled within three (3) months of the date it was earned, the Human Resources Department must be notified.

5. The Human Resources Department will request approval for payment of overtime to the employee in cases where the three (3) month deadline cannot be met.

6. All compensation for overtime, either compensatory time-off or payment, will be in accordance with applicable laws.

Replaces Overtime (4/17/86), Work Schedule (12/17/82), Extra Work Policy (4/18/83)

January, 1990

DRESS

STATEMENT OF POLICY

As a public service organization it is vital for the St. Louis Public Library to establish minimum standards for dress and appearance of employees.

GENERAL PRINCIPLES

1. Staff members are expected to present a neat, clean and well groomed appearance at all times.
2. Dress must be appropriate for the type of work to which assigned and not offensive to the public served.
3. Personal hygiene is an important aspect of patron service and must be properly maintained to avoid creating an environment which is offensive to patrons and fellow employees.
4. It is the responsibility of individual supervisors to develop and enforce reasonable standards for dress based on the type of work being performed.
5. Employees must be informed by the supervisor regarding dress standards for the individual unit.
6. The supervisor, with department head approval, has a right to remove an employee from the work place to correct major deficiencies in dress, appearance or personal hygiene.
7. The Manager of Personnel Services will be consulted prior to removing any employee from the work place for violation of this policy.

CONFIDENTIAL INFORMATION

STATEMENT OF POLICY

It shall be the policy of the St. Louis Public Library that any information obtained as a result of employment or service with the library including any information regarding patrons, patron records or business information will be treated as confidential and released only as authorized by this policy.

INTRODUCTION

This policy covers information obtained through attendance at meetings, discussions with management, use of or access to reports or automated data processing systems, use of or access to patron records, and/or any other source of information accessed by virtue of employment or volunteer service with the St. Louis Public Library. Information should not be compromised unintentionally by discussions with other employees, volunteers, friends, family members, patrons or other outside parties. In order for the St. Louis Public Library to maintain the trust of patrons, employees and other members of the community, it is imperative that sensitive information remain confidential.

GENERAL PRINCIPLES

1. The following section of the Missouri revised statutes clearly defines the responsibility of the St. Louis Public Library in safeguarding patron information.

    > 182.817. Disclosure of Library Records Not Required - Exceptions. - Notwithstanding the provision of any other law to the contrary, no library or employee or agent of the library shall be required to release or disclose a library record or portion of a library record to any person or persons except: 1) In response to a written request of the person identified in that record, according to procedures and forms giving written consent as determined by the library; or, 2) In response to an order issued by a court of competent jurisdiction upon a finding that the disclosure of such record is necessary to protect the public's safety or to prosecute a crime.

2. Patron records may be released only by the Executive Director of the St. Louis Public Library or his written designee as provided for by law.

3. Requests for release of patron information should be directed to the Director of Library Operations.

4. The attached board resolution, except in cases where it conflicts with applicable statute, shall govern the release of patron information.

5. Release of Other Information:

    a. Employees and volunteers of the St. Louis Public Library are absolutely free at any time to exercise statutory rights regarding contact with political representatives or the media and anything stated in this policy does not interfere with that right.

    b. While it is the right of an employee or volunteer to express personal opinions to the media or others, that right does not allow employees or volunteers to speak as representatives of the St. Louis Public Library. Staff members or volunteers who express opinions to the news media may not do so as representatives of the St. Louis Public Library and may not use position titles associated with their employment or service with the St. Louis Public Library in a way that suggests they are acting as representatives of the Library.

c. Changing, defacing or compromising in any way any information, electronic data, records or correspondence of the St. Louis Public Library is prohibited.

d. Contacts by employees or volunteers with news media as a representative of the St. Louis Public Library are restricted to those duly appointed as spokespersons for the Library.

Replaces Personal Opinions and Viewpoints (11/12/82)

PERSONNEL POLICY 028

SMOKING

STATEMENT OF POLICY

It shall be the policy of the St. Louis Public Library to make every reasonable effort to minimize smoking on its premises. In the adoption of rules regarding smoking, or the allocation of any areas where smoking is permitted, the health, safety and comfort of patrons and staff and the right of non-smokers not to be subjected to smoke are the primary concern.

INTRODUCTION

Since smoking may be a fire hazard, is offensive to non-smokers, creates a poor public image for the library, and has the potential of interfering with the health and rights of others, strict adherence to this policy is essential. Corrective action is appropriate for employees who do not adhere to the smoking policy.

GENERAL PRINCIPLES

1. Smoking is permitted only in designated smoking areas.

2. Designated smoking areas are private offices and general use areas in which signs stating smoking permitted in this area have been posted.

3. In all general use areas where signs have not been posted specifically permitting smoking, smoking is considered to be prohibited.

4. The staff lounge at the central library is designated as a smoking area. Smoking is prohibited in the kitchen area of the staff lounge.

5. In offices where there are smokers and non-smokers, the smoking policy will be designated by the supervisor.

6. Smoking is not permitted in public areas while on duty in the central library, branch libraries or any other facility owned or operated by the St. Louis Public Library.

7. Branch Library Supervisors may designate a smoking area in branch libraries as long as the area is not a public service area.

8. Smoking is strictly prohibited in the following areas:

   a. Stacks.

   b. Restrooms.

   c. Computer equipment room.

   d. Technical Services work area.

   e. Anywhere there is hazardous material, such as paint, oxygen or other combustibles.

   f. Elevators.

   g. Any public area, including The Great Hall.

   h. Library owned vehicles.

9. All supervisory staff members are responsible for enforcing the smoking policy and assisting in resolving problems that may arise regarding smoking.

10. In conflicts regarding the rights of non-smokers and smokers, Library Administration will be consulted for resolution.

SEPARATIONS

STATEMENT OF POLICY

In order to provide for continuity and stability in the workforce, the St. Louis Public Library has developed a standardized separation policy to include all types of employment terminations.

INTRODUCTION

An individual's employment with the St. Louis Public Library may be terminated as a result of any of the following: resignation, dismissal, discharge, retirement, or death.

GENERAL PRINCIPLES

1. Resignation:

    a) It is important for a resigning employee to give proper notice in order to protect the employee's future re-employment possibility with the St. Louis Public Library.

    b) A minimum of two-weeks written notice is required to be given to the employee's supervisor prior to the last day of employment. Four weeks written notice is required for department heads, supervisors and those employees in professional positions.

    c) Written resignation should be submitted on the Notice Of Resignation form which is available through the Human Resources Department.

    d) A resigning employee may pick up his or her final paycheck from the Finance Department on the payday following the pay period in which the employee resigned or arrangements may be made for the paycheck to be mailed to the employee's home.

2. Dismissal:

    a) Dismissal is used when the employee does not have the ability to perform his or her duties satisfactorily.

    b) When a department head or supervisor feels that an employee does not have the ability to fulfill the requirements of a position, the Human Resources Department should be contacted immediately.

    c) Every effort will be made to assist the employee in finding another position for which qualified within the library.

    d) It is important for the department head or supervisor to identify employees who are not able to perform their duties as soon as possible.

e) The employment probationary period (see Personnel Policy 006-PROBATIONARY PERIOD) is specifically provided to allow department heads and supervisors an opportunity to evaluate employees regarding their ability to perform their duties.

f) The dismissal provision of this separation policy applies only to those who, although adequate employees, do not have the ability to perform in a particular position. In cases where a disciplinary problem exists, the discharge section of this policy applies.

3. Discharge:

a) The decision to discharge an employee will normally be made after the corrective action steps, as outlined in Personnel Policy #022, have been followed.

b) An employee may be discharged without notice or previous corrective action for certain serious misconduct (Examples of such misconduct are theft, vandalism, physical violence against any individual on St. Louis Public Library property, insubordination, altercations with patrons, smoking in the stacks or other prohibited areas, or other conduct which compromises the St. Louis Public Library as a provider of public services).

c) Any time the discharge of an employee is being considered, the employee may first be suspended pending investigation and final decision.

d) The final decision to discharge an employee is made by the appropriate administrative representative in consultation with the supervisor or department head and the Manager of Personnel Services.

e) The Human Resources Department should be contacted immediately when the discharge of an employee is being considered.

f) A discharged employee may pick up his or her final paycheck in the Finance Office on the payday following the pay period in which the employee was discharged or arrangements may be made for the paycheck to be mailed to the former employee's home.

g) A discharged employee has a right to appeal a discharge action as defined in Personnel Policy 021-EMPLOYEE GRIEVANCES.

h) Questions concerning appeal, grievances or any other rights of the employee should be directed to the Human Resources Department.

4. Retirement:

a) Normal retirement from the St. Louis Public Library is governed by the retirement rules of the City of St. Louis Retirement Program.

b) Information regarding retirement is available in the Human Resources Department.

c) The Human Resources Department is responsible for coordinating all questions of retirement between the retiring employee and the City of St. Louis.

5. Death:

a) In the event of death the Human Resources Department will arrange for payment of the final paycheck and life insurance to the employee's estate or heirs.

b) Primary contact by the employee's estate or heirs should be with the Human Resources Department.

6. Separation Benefits:

All separation benefits will be paid to employees in accordance with Missouri law, Federal law, and the policies of the St. Louis Public Library.

PERSONNEL POLICY 030

RECLASSIFICATION

STATEMENT OF POLICY

It is recognized that from time to time it is necessary to reclassify an employee or a position due to changes in job content or immediate operational needs. The scope of this policy covers permanent reclassification and those necessitated by placing an employee in an acting status.

INTRODUCTION

Reclassification of an employee or a position will normally be based on changes in job content, responsibilities, or scope of the employee's duties, or the necessity of placing an employee in an acting supervisory status.

GENERAL PRINCIPLES

1. A staff member may be placed in an acting supervisory capacity for a period not to exceed one year.
2. Specific approval of the Director of Administration is required for an employee to remain in an acting supervisory status for longer than one (1) year.
3. An employee serving in a vacant supervisory position in an acting capacity will be paid a salary differential to account for the increased responsibilities when the acting capacity is expected to be thirty (30) days or more.
4. The salary differential will normally be 50% of the difference between the staff member's current salary and the minimum salary for the supervisory position. The minimum differential for acting supervisor status will be 5% of the employee's current salary.
5. When returned to the former position, the employee's salary and pay grade will be changed to the former level with the actual pay rate which will include any increases that occurred during the employee's acting status.
6. Staff members are appointed to acting supervisory status at the discretion of the St. Louis Public Library and may be removed from such status with or without cause at the discretion of Library Administration.

7. A request for permanent reclassification of a position will be submitted to the Manager of Personnel Services when in the opinion of the Department Head the duties of the position have changed significantly enough to warrant reclassification.

8. The request for permanent reclassification must include a revised job description to indicate specifically which duties have changed.

9. Position reclassification requests are not used to increase pay levels of employees who have reached the maximum of a pay grade but are only appropriate when duties of a position significantly change.

10. All position reclassification requests will be approved by the Manager of Personnel Services and the Director of Library Operations or the Director of Administration.

11. The Manager of Personnel Services will assign the newly classified position to the appropriate pay range.

12. Department Managers should consider potential position reclassification when developing budgets for the coming fiscal year.

PERSONNEL POLICY 031

INFORMATION PERTAINING TO EMPLOYEES

STATEMENT OF POLICY

The St. Louis Public Library considers all employee information confidential and personal to the employee. This policy covers any employee information maintained by any library departments. It shall be the policy of the St. Louis Public Library to take all possible precautions to protect such information.

GENERAL PRINCIPLES

1. It is the responsibility of each supervisor to protect and prevent the release of any information pertaining to St. Louis Public Library employees.

2. Employee information is released only with written permission of the employee except as stated in this policy.

3. Employment references are considered confidential and any request for employment references on any employee or past employee of the St. Louis Public Library will be referred to the Human Resources Department.

4. Individual department managers, supervisors or branch library supervisors are not authorized to release reference information regarding current or past employees to any agency outside of the St. Louis Public Library.

5. The following job related information may be released by the Human Resources Department without

specific employee permission:

a. Job title

b. Summary of duties

c. Dates of employment

d. Any information required by law

6. The Human Resources Department will verify employment to assist employees in gaining credit approval upon receipt of a signed authorization.

7. Background information requested by Government or other agencies may not be released without written permission of the employee.

8. Information regarding employees requested by the police or other Government body relative to an official investigation may be released only under the following circumstances:

a. Advice of St. Louis Public Library legal counsel.

b. To comply with a court order.

c. To comply with a subpoena of records.

9. Any release of information from an employee personnel file or release by a staff member through personal knowledge of an employee must be authorized by the Manager of Personnel Services prior to release.

PERSONNEL POLICY 032

EMPLOYEE HEALTH PROGRAM

STATEMENT OF POLICY

This policy is established to comply with the Missouri Worker's Compensation Act and to assist employees who are injured or become ill on the job.

INTRODUCTION

It is the responsibility of all managers, supervisors and employees to assist the St. Louis Public Library in complying with the Missouri Worker's Compensation Act. Supervisors are responsible for complying with the reporting requirements of this policy in making appropriate notifications.

GENERAL PRINCIPLES

Job Related Injury

1. Job related injury is generally considered to be any injury sustained on library premises while on duty or off library premises while performing job related duties or fulfilling job related responsibilities.

2. The first available staff members should comply with the following standardized procedure:

   a. Serious Injury:
      1) perform immediate first aid
      2) call for an ambulance, if necessary
      3) notify the Public Safety Department
      4) notify the Human Resources Department
      5) direct the ambulance to take the injured employee to the Barnes Hospital Emergency Room

   b. Minor injuries (injuries that do not require an ambulance):
      1) notify the Human Resources Department
      2) refer Central and Compton employees to the Barnes Sutter Clinic, 819 Locust Street
      3) refer Branch Library employees to the nearest industrial medicine clinic or physician for evaluation (a list of acceptable industrial medicine clinics and physicians has been provided to each branch)

   c. During the hours when the Barnes Sutter Clinic or acceptable industrial medicine clinic is not open the injured employee should be referred to the Barnes Hospital Emergency Room for evaluation.

   d. Prior to the employee leaving for medical care the supervisor must complete an Emergency Medical Authorization form to go with the employee to the medical facility. Forms are available in the Human Resources Department.

   e. As soon as possible, but no later than twenty-four (24) hours after the incident, the supervisor must complete and submit to the Human Resources Department a Report of Injury form.

   It is important to remember that in cases of serious injury the Human Resources Department must be notified as soon as possible.

Illness at Work

1. When a staff member becomes ill at work and requires medical care, he or she should be assisted by the supervisor in obtaining needed medical assistance.

2. Payment for treatment of illness or injury that is non-work related is the employee's responsibility.

3. Such treatment may be covered under the St. Louis Public Library health plan depending on the eligibility requirements of the specific plan.

4. Time lost from work due to non-work related illness or injury may be charged to available sick leave.

Worker's Compensation

1. The St. Louis Library complies with the Worker's Compensation Act of the State of Missouri.

2. Compensation for time lost from work due to job related injury is paid to the employee by the Library's Worker's Compensation Carrier.

3. To be eligible for payment under the Worker's Compensation Act, an employee must be absent at least three (3) days due to job related injury. Authorized absence is determined by the evaluating physician and payment cannot be authorized unless a physician certifies the employee is unable to work due to the job related illness.

4. The initial three (3) days of absence due to an on-the-job injury is not compensable unless the employee misses fourteen (14) consecutive days of work. After fourteen (14) consecutive work days of absence, all missed time is compensated.

   If this three (3) day waiting period is not compensated, the injured employee may use accumulated sick leave or vacation for the lost days.

5. The industrial medicine clinics listed by the Human Resources Department are the ONLY authorized providers of care for Worker's Compensation cases. The Worker's Compensation carrier may withhold payment if the employee is cared for by a provider who is not authorized to care for Worker's Compensation cases.

6. The St. Louis Public Library contracts with an outside organization for the payment of Worker's Compensation claims. Amounts paid for legitimate Worker's Compensation related absences are based on applicable law.

7. Employees who have suffered a job related injury may exercise their rights under the Workers Compensation Act by contacting The Missouri Department of Labor, Division of Worker's Compensation, Jefferson City, Missouri 65102.

8. Employees returning to work after a work related injury must provide the Human Resources Department with a written return to work permit signed by the attending physician.

9. The supervisor must make certain that all employees returning to work after a work related injury have contacted the Human Resources Department prior to allowing such employees to engage in any work related activity.

10. Although in some cases it may be appropriate to replace an employee who is on a long-term absence due to job related injury, such employees may not be replaced without approval of the Manager of Personnel Services.

Replaces Injuries & Illnesses (12/17/82) February, 1990

Section 4: Generic Personnel Policies: We want to thank the Kentucky Department for Libraries & Archives, Field Services Division for permission to reprint this section from "Policies & Procedures for the Public Library; A Sample Collection, 1985.

SAMPLE 1

The library is responsible for processing all forms for new employees. Each new employee must complete all forms.

Checklist of library's responsibilities to new employees: The following items must be completed where applicable:

1. - Employees Withholding Allowance Certificate W-4 (Federal)
2. - Employees Withholding Allowance Certificate IT-4 (State)
3. - Exemption Form for Local Payroll Tax
4. - Personal History Form (P.E.R.S.)
5. - Student Exemption Form (P.E.R.S.)
6. - Exemption form for Part[time Employees (P.E.R.S.)
7. - Employee Statistical Report (All changes of status and termination of employees must be reported.)
8. - Retirement
9. - Staff Association
10. - Insurance
    - Health
    - Life
    - Dental
11. - Credit Union
12. - Checks will be issued ______________ .

The employee will receive a copy of the library's personnel policy manual and shall sign it...

I, ____________________ , acknowledge that the above has been explained and am in agreement.

SAMPLE 2

Classification of Positions

All positions in the library are classified, the various positions being grouped in classes which are equivalent in the following respects: kind, complexity, and difficulty of duties; responsibility involved; and the qualifications required, including education, technical training, and experience.

Professional positions require for their adequate performance: (1) an understanding of library objectives, functions, procedures, and techniques; (2) a familiarity with principles of bibliographical organization and library administration (including the interrelation of library departments); (3) acquaintance with the contents and use of basic reference tools; and (4) an understanding of books and readers, and the means by which they are brought into effective relationship. These positions normally require persons who have a knowledge of the basic principles of librarianship as taught in an accredited library school. In a few exceptional positions unusual subject, language, or bibliographical specialization, combined with appropriate library experience, may be more essential than library school education. Such positions as editor of publications and chief of public relations are also included in this category.

Supporting staff positions are similar to those in other departments of the city government and in business organizations. No professional library training is necessary in order to qualify for these positions.

The classification plan reflects existing conditions in the library. Therefore, as new positions are created and others are changed in responsibility, they are reviewed and reclassified. Provision also exists for review of any position classification upon request. In addition, a periodic audit of the entire plan is made every three to five years in order to maintain a just evaluation of all positions and responsibilities.

A copy of the complete classification plan is available in each agency. A general statement of duties, examples of typical tasks, a statement of the qualifications required, and an indication of the possible lines of promotion are given for each class of position. All staff members are expected to become familiar with the classification plan.

Salary Schedules

The pay plan of the library consists of a salary schedule for each class of position, with the rates of pay so adjusted that they reflect the level of difficulty and the responsibility of each class of position. The salary schedules are in line with those offered at comparable institutions. These schedules necessarily depend on income and existing laws and reflect the latest cost-of-living index. A copy of the current pay plan is made available to each member of the staff.

The salary schedule for each class of position ensures pay comparable with that received by persons doing comparable work either in the library or elsewhere in the community. Each schedule is made up of several steps and gives the minimum or starting rate, intermediate rates of increments, and maximum rate. The various steps indicate the progressive increase in value of the employee proficiency. The size of the increment varies in the different schedules, depending on the responsibility involved in the position.

Earned increments, due on ______________ , are granted annually, except in case of great financial difficulties. They are at no time automatic, but are dependent on quality of performance as documented in annual evaluations.

Temporary appointees are compensated at the rate of the class of position to which appointed. Substitutes are paid by the hour, at a rate of pay based on the entering salary for the position being filled by the substitute.

Periodically the entire pay plan is reviewed in the light of current library salary standards, cost of living, and pay for comparable work elsewhere. This study, in which representatives of the staff participate, may result in a complete revision of basic salary plan or in adjustment of certain schedules which are out of line.

A promotion to a position in a higher class is accompanied by an increase to the minimum salary provided for that class of position or to the next higher step above the present salary, whichever is greater. A transfer from one position to another in the same class of position, or another class of position of the same level of difficulty and responsibility, is not accompanied by an increase in salary.

Pages are paid a salary on an hourly basis, at a fixed minimum rate in line with prevailing local rates for employees performing comparable work in other libraries in the area. The wage rate schedule is based on responsibilities of the work performed, and increases are based on length of service.

Temporary and part-time employees are normally compensated at the rate of the class of position to which appointed.

Appointments

The library recruits primarily at the entrance level of each class of position, but it may seek applicants, both internally and externally, for vacant positions at all levels. Although its policy is to fill vacancies in higher grades by promotion from within, it is always necessary to ensure that higher level positions are filled with the best qualified people available.

The usual channels of recruitment are followed as appropriate, such as correspondence with and visits to library schools and the state library, advertising in professional journals and the local press, and contact with employment agencies and business schools. In such transactions, a description of the job, the qualifications required, and the salary schedule are given. Local residents are considered solely on the basis of their qualifications and are shown preference only when credentials warrant.

In recruiting new professional librarians, an effort is made to secure graduates from various accredited library schools in order to achieve balance and varied points of view.

The library carries on an active recruiting program in local schools and colleges, directed at enlisting the interest of particularly promising high school and college students in library work as a career. It also seeks to encourage and develop promising nonprofessional assistants and to direct them toward a professional career. Assistance and encouragement are given young people in securing scholarships and financial aid.

Selection of staff members is based solely on the requirements of the position, with due attention to educational and technical qualifications, as well as personality, intellectual ability, and general aptitude for the position involved. Purely personal considerations do not enter into the selection of staff members, nor is there discrimination or favoritism because of race, sex, marital status, political opinions, or religious beliefs.

Candidates should pass an examination by a physician acceptable to the library before permanent appointment. Physically handicapped persons are eligible for appointment, provided that they are able to fill satisfactorily the positions under consideration.

All applicants are expected to supply the information requested on the application form and to submit names of references who are familiar with their character and abilities. These records are carefully investigated to ensure that the candidate is qualified for the job and meets state certification requirements. Personal interviews at a convenient place are arranged when possible.

Final negotiations concerning appointments are accompanied by a copy of this manual. If the appointee comes from some distance, approximate figures concerning cost of living are furnished on request.

Appointments are made by the head librarian in accordance with the powers vested. Notice of appointment, serving in lieu of a legal contract, is made in writing and specifically describes the position to which the person is appointed, including the classification grade; working title and duties; terms of salary, probation, and tenure; hours of service; sick leave; vacation allowance; and provision for other leaves and retirement. Acceptance of appointment is made in writing and addressed to the official from whom the notice of appointment came. Such acceptance on the part of the employee is in the nature of a contract and carries with it a normal obligation to abide by the terms specified in the letter.

For temporary appointments (i.e., for six months or less), preference is given to those with qualifications which would entitle them to consideration for permanent positions. When positions are temporary, this is clearly stated at the time of appointment.

Since page work offers an opportunity for financial aid during school years, but is in no sense a "career service," page appointments are not permanent and are normally held only by those who are still of school or college age. Page positions may also be used to develop young people who are suitable for employment as full-time staff members.

Substitutes are occasionally engaged for irregular, temporary emergencies, and, when satisfactory, are placed on a standing substitute list. As with temporary appointments, preference is given to those whose qualifications are most comparable with those of permanent staff members. They are subject to call when needed.

The first three or six months of service normally constitutes a probationary period, during which the individual is trained for effective performance of the job. Throughout this period the supervisor frequently discusses with the probationer their strengths and weaknesses and makes recommendations for further improvement.

As the training of probationers is costly and constant turnover is very expensive, the library makes every effort to train probationers for efficient service, so that they may be added to the permanent staff. If a new staff members fails to give satisfactory service in the first assignment, opportunity may be offered to prove ability in another position and under a different supervisor.

If a probationer is to be allowed to complete the full probationary period, but is not to be continued in service after the expiration of the probationary period, they are given at least three months' notice prior to the expiration of the probationary period if holding a professional position. The library is not obligated to retain a probationer throughout the probationary period if performance is not satisfactory and there is little evidence that further training would rectify the situation. In such instances, a librarian receives one month's notice and other employees two weeks' notice. In no case is notice given without previous and repeated warning.

At the time when permanent appointments are made, the qualify of work and personal characteristics of a new appointee is given clearly to understand in writing that the second year's appointment is also probationary.

The decision to appoint permanently rests with the head librarian, who considers the record of service as reported by those who have had opportunity to become familiar with the work and personal qualifications of the staff member concerned.

A staff member who resigns in good standing is eligible for reappointment at a future time and may be considered when an opening is available, providing their qualifications are satisfactory.

Welfare and Economic Benefits

Health, accident, hospital, and group insurance may be secured by making arrangements with the designated staff officer.

Pension and retirement arrangements are automatically effective for all permanent staff members after months of service. Each staff member contributes to the system through regular salary deductions.
The institution also makes a contribution for each member. This contribution is normally computed on an actuarial basis. Details of the plan may be obtained from the personnel officer.

In addition to the library's retirement plan, staff members who are members of the American Library Association may wish to avail themselves of the benefits offered by A.L.A.'s Retirement Plan. Contact the American Library Association for more information.

Any member of the staff is eligible to join the credit union, which provides a loan and savings fund for employees. Full details of the plan may be secured from __________ . Members of the credit union may borrow from the fund when the loan has been approved by the officers of the union.

All accidents, whether to the staff or to the public, should be reported at once to ________________________ , and in writing. The _________________ office in the central library and all branches are equipped to furnish first aid. Information concerning workmen's compensation, for which library employees are eligible, may be obtained from the personnel officer. Any injury for which such compensation is to be claimed should be reported immediately to the personnel officer, who knows the procedure to be followed. Employees are paid the difference between compensation allowance and full pay.

Facilities are provided for the comfort and convenience of staff at each branch and at the central library. These include cooking and refrigerating units, water coolers, and rest rooms equipped with ready chairs and cots, sufficiently isolated to permit quiet and relaxation. Individual lockers are assigned to each member of the staff.

Staff Relationships

In a public institution the ultimate employer is, of course, the people of the community. The laws and regulations which represent their will are as binding upon the board of trustees and the head librarian as they are upon the staff. This fact frequently enters into staff relationships, since it often restricts library officials in freedom of action.

Each staff member has an opportunity to work closely with the administration in formulating the policies and procedures which will enable the library to achieve its major objectives of service to the community. Few important decisions are made without staff participation in thinking and planning.

In each branch, division, and department, staff members and their supervisors, formally in meetings and by informal discussion, consider and plan the ways in which the program of work and policies can be formulated and the methods, procedures, and practices improved to maintain an efficiently functioning unit.

For matters affecting several or all units, staff committees are usually appointed. The committees, often composed of representatives of the various types of work, grades and services study specific problems and, by so going, contribute greatly to administrative planning.

The heads of departments and supervisors cooperate with the head librarian in assuming the responsibility for integrating the work of each unit into a cohesive whole and for planning the library's program in order to attain its overall objectives.

Furthermore, suggestions from individual staff members for changes in policy or procedures are welcomed and encouraged. Such suggestions may be made to the immediate or a higher supervisor, to the Staff Suggestions Committee, or through the staff organization.

It is important that there be effective and systematic communication between the staff and the administration and among the individual members of the staff in matters involving the library's policies and programs. Toward this end staff meetings are held on schedule or upon special call and include general staff meetings, departmental meetings, branch meetings, and meetings of employees engaged in service to special groups. The purpose of these meetings is to explain matters of policy; to discuss professional problems, new trends, techniques, and procedures; to consider matters involving the staff and its interest; and to promote progress in the library profession. Opportunity is given to the staff to suggest questions for consideration. The programs are frequently planned by staff committees, and all members are urged to take part in the discussion of common problems.

Staff organizations provide an excellent opportunity to the staff for self-expression and leadership and are a channel for the interchange of opinions. They are a means of making the ideas and interests of the staff known to the administration and of fostering harmonious relations and effective cooperation between staff and administration. All staff members, with the exception of the chief librarian and assistant head librarian, are eligible for membership in any staff organization.

The administration encourages and cooperates with regularly organized, responsible organizations of staff members. Space in the library, when not needed for service to the public, is available for group meetings. Representatives of the staff organizations may submit to the head librarian personnel problems, resolutions, petitions, or suggestions for the improvement of the service or betterment of the working conditions of the staff, in the knowledge that they will be thoughtfully considered. The head librarian will respond to the staff association through its appropriate officers on all such matters.

SAMPLE 3

Sex Discrimination: Hiring and Promotion

Sex discrimination in hiring and promotion is prohibited both by federal law and by executive order (presidential decree). Title VII of the Civil Rights Act of 1964 prohibits employers from basing hiring or promotion decisions on sex (or race, color, religion, or national origin). If an individual is turned down for a job or passed over for a promotion in favor of a less qualified person, they have the right under Title VII to file a complaint with the Equal Employment Opportunity Commission.

In 1965, Executive Order 11246 established affirmative action regulations that require employers to go a step beyond the simple nondiscrimination demanded by Title VII. Not only must all discrimination cease, but employers must make an extra effort to place women and minority workers into jobs at all levels and in all occupations to a degree that is consistent with their numbers in the work force. The Order requires employers to set hiring and promotion goals along with procedures and timetables to meet them. Affirmative action can have the greatest impact for women librarians in hiring for and promotion to high level and prestigious positions. In order to comply with affirmative action regulations, employers must make a "good faith" effort to recruit both women and minorities for all available jobs. Employers are not barred from hiring white males, but they must be able to demonstrate that they attempted to find qualified female and minority candidates and that the chosen candidate is the most qualified. Affirmative action is meant to prevent the discrimination that results from hiring through informal, behind-the-scenes channels in which "who you know" matters more than "what you can do."

Under Executive Order 11246, affirmative action plans are required of employers who receive federal government contracts in excess of $10,000. This regulation is monitored and enforced by the office of Federal Contract Compliance Programs (OFCCP). OFCCP is also authorized to receive and investigate individual complaints of sex discrimination. You should be aware, however, that affirmative action requirements are subject to review and are currently being studied.

Not all libraries will be covered under Executive Order 11246, but your library may have affirmative action obligations which arise from other federal, state or municipal sources. The courts also have the authority to require the development of affirmative action plans as part of the settlement in discrimination cases. Employers may, of course, establish such plans voluntarily and are urged to do so by both the American Library Association and the Special Libraries Association.

Pregnancy Discrimination

In 1978, Congress passed the Pregnancy Discrimination Act as an amendment to Title VII of the Civil Rights Act of 1964. The basic concept of the amendment is that the pregnant employee must be treated like all other employees: if a pregnant worker is able to do her job, she must be treated like any other healthy worker; if a pregnant worker is unable to do her job for health reasons, she must be treated like any other disabled worker. What this means in practice is that an employee who is or might become pregnant may not be fired or underpaid because of an actual or possible pregnancy.

Disability leave and medical benefits are prime concerns of the Pregnancy Discrimination Act. It is important to understand that the Act does not require employers to institute leave programs or medical coverage; it does insure that existing benefits are offered equally for pregnancy, childbirth, and related conditions. A pregnant worker may not be forced to take a leave of absence at some arbitrary point in her pregnancy. The librarian who works with the public or with small children, for example, cannot be forced to take leave because her pregnancy has become visible. On the other hand, when she is unable to work because of childbirth, recuperation, or other related conditions, she must be offered leave on the same terms as other, similarly disabled employees. When she returns to work, the woman must be reinstated in her previous position, or one of equal status, seniority, and salary, if other disabled workers are so reinstated. And if medical coverage is offered for other disabilities, it must be made available on the same terms for childbirth.

One exception to the requirements for medical coverage is that employers may exclude abortion from health insurance plans unless the life of the mother would be endangered by delivery. Any complications arising from abortion must be covered, however, and all other provisions (such as job security and leave) apply. Note that employers are not required to exclude abortion from medical coverage, but they may exclude it and still be in compliance with the law.

Equal Employment Opportunity Commission

Final Amendment to Guidelines on Discrimination Because of Sex November 10, 1980

Equal Employment Opportunity Commission 29 CRF Part 1604

Discrimination Because of Sex Under Title VII of the Civil Rights Act of 1964, as Amended; Adoption of Final Interpretive Guidelines

Agency: Equal Employment Opportunity Commission.

Action: Final Amendment to Guidelines on Discrimination Because of Sex.

Summary: On April 11, 1980, the Equal Employment Opportunity Commission published the Interim Guidelines on sexual harassment as an amendment to the Guidelines on Discrimination. Because of Sex, 29 CFR Part 1604.11, 45 FR 25024. This amendment will re-affirm that sexual harassment is an unlawful employment practice. The EEOC received public comments for 60 days subsequent to the date of publication of the Interim Guidelines. As a result of the comments and the analysis of them these Final Guidelines were drafted.

PART 1604 – GUIDELINES ON DISCRIMINATION BECAUSE OF SEX

Sec. 1604.11 Sexual harassment.

(a) Harassment on the basis of sex is a violation of Sec. 703 of Title VII. 1 Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

(b) In determining whether alleged conduct constitutes sexual harassment, the Commission will look at the record as a whole and at the totality of the circumstances, such as the nature of the sexual advances and the context in which the alleged incidents occurred. The determination of the legality of a particular action will be made from the facts, on a case by case basis.

(c) Applying general Title VII principles, an employer, employment agency, joining apprenticeship committee or labor organization (hereinafter collectively referred to as "employer") is responsible for its acts and those of its agents and supervisory employees with respect to sexual harassment regardless of whether the specific acts complained of were authorized or even forbidden by the employer and regardless of whether the employer knew or should have known of their occurrence. The Commission will examine the circumstances of the particular employment relationship and the job functions performed by the individual in determining whether an individual acts in either a supervisory or agency capacity.

(d) With respect to conduct between fellow employees, an employer is responsible for acts of sexual harassment in the workplace where the employer (or its agents or supervisory employees) knows or should have known of the conduct, unless it can show that it took immediate and appropriate corrective action.

(e) An employer may also be responsible for the acts of non-employees, with respect to sexual harassment of employees in the workplace, where the employer (or its agents or supervisory employees) knows or should have known of the conduct and fails to take immediate and appropriate corrective action. In reviewing these cases the Commission will consider the extent of the employer's control and any other legal responsibility which the employer may have with respect to the conduct of such non-employees.

(f) Prevention is the best tool for the elimination of sexual harassment. An employer should take all steps necessary to prevent sexual harassment from occurring, such as affirmatively raising the subject, expressing strong disapproval, developing appropriate sanctions, informing employees of their right to raise and how to raise the issue of harassment under Title VII, and developing methods to sensitize all concerned.

(g) Other related practices: Where employment opportunities or benefits are granted because of an individual's submission to the employer's sexual advances or requests for sexual favors, the employer may be held liable for unlawful sex discrimination against other persons who were qualified for but denied that employment opportunity or benefit.

(Title VII, Pub. L 88-352.78 Stat. 253 (42 U.S.C. 2000e et seq.)

The principles involved here continue to apply to race, color, religion or national origin.

SAMPLE 4

CLASSIFICATION I Library Assistant II Grades 1 and 2 - Salary Schedule

Definition -- Perform clerical duties, circulation procedures and other duties as assigned under supervision of director or department head.

Typical duties -- Check materials in and out. Count and arrange circulation. Process applications. Periodicals control. Typing book orders. File catalog cards. Process books.

Qualifications -- Graduation from high school. Ability to alphabetize and file correctly. Typing proficiency. Ability to meet and deal successfully with the public.

CLASSIFICATION II Library Assistant I Grades 2 and 3 - Salary Schedule

Definition -- Perform clerical and other nonprofessional duties under the supervision of director or supervisor. Assume limited supervisory responsibilities as assigned.

Typical Duties -- Type and file public catalog cards. Keep inventory of supplies. Maintain files on a variety of subjects. Prepare displays, art work, signs or perform other skilled duties such as driving bookmobile.

Qualifications -- Graduation from high school. Other certification or special training as required by the specific job. Ability to alphabetize and file correctly. Organizational and supervisory ability.. Typing proficiency. Ability to meet and deal successfully with the public. Show initiative and willingness to assume responsibility.

CLASSIFICATION III Paraprofessional Grades 3 and 4 - Salary Schedule

Definition -- Paraprofessionals perform nonprofessional duties requiring specific skill or library training under supervision of director.

Typical Duties -- Planning and supervision of a specific library program or function. Business related duties such as original correspondence, keeping of statistics, handling bank deposits, keeping petty cash accounts, handling personnel records. Cataloging from CIP information, preparing and placing book orders.

Qualifications -- Graduation from an accredited college or university. Undergraduate course work in library science or currently working toward MLS. Knowledge of library materials and organization. Ability to organize work. Ability to meet and deal successfully with the public.

CLASSIFICATION V Librarian I Grades 5 and 6 - Salary Schedule

Definition -- Supervision and planning for a department and other duties as required under general supervision of the director.

Typical duties -- Responsible for planning and development of services, supervising and training personnel, recommending policies and procedures for more efficient and effective library service, and annual performance reviews of employees under their supervision.

Qualifications -- Graduation from an accredited college or university and an accredited library school with a master's degree in library science, or similar qualifications and experience approved by the director. Knowledge of library materials and organization. Initiative. Supervisory ability. Ability to organize work. Ability to meet and deal successfully with the public.

CLASSIFICATION VI Director Grade 7 - Salary Schedule

Definition -- The Director is the Chief Executive Officer of the library and reports directly to the Library Board of Trustees. The Director has full responsibility for the operation and management of the library, consistent with policies determined by the Library Board.

Typical Duties -- Responsibilities of the Director include supervision of programs, services and personnel. The Director annually makes recommendations to the Board of Trustees concerning preparation of the library budget. The Director recommends positions needed for the operation of the library and employs all staff members (with the authorization and approval of the Board). The Director is responsible for recommending promotions and salaries, for delegating authority to members of the library staff and for directing the work of all staff. The Director represents the library at conferences and is responsible for community and public relations, for building and maintaining the library collection, general administration of the library, supervision of building maintenance, and participation in preparation of the operating budget.

Qualifications -- Graduation from an accredited college or university and an accredited library school. Must meet State Certification requirements. Knowledge of administrative management principles, ability to supervise, ability to meet and deal successfully with the public, and ability to plan and implement programs. Shows initiative.

SAMPLE 5

LIBRARY DIRECTOR

General Statement of Duties -- This is a highly responsible administrative and professional library work of complex difficulty in directing all operations and activities of the public library system.

Examples of Work -- (Any one position may not include all of the duties listed nor do the listed examples include all the tasks which may be performed.)

Plans, organizes and directs all activities concerned with the administration of library services including a system of branch libraries.

Oversees the preparation of agendas for meetings of the Library Board; attends all Board meetings, prepares reports and reviews minutes of the Board; and advises the Board relative to library system policies.

Confers with the Library Board and Board President on policies and long-range library programs and concerning the correlation of such policies and programs with activities and operations of the local government.

Oversees the employment, retention, promotion, transfer, and termination of library personnel consistent with approved personnel policies, rules and regulations. Provides for in-service training.

Administers the borrowing and investment of funds to ensure the smooth fiscal operation of the library system.

Represents the library system at various professional conferences and public meetings. Supports state and national library legislation.

Makes use of services and consulting personnel offered by district and state library personnel.

Performs related work as required.

Supervision Received -- Work is performed in accordance with broad policies and objectives outlined by the Library Board of Trustees and is reviewed through reports to the Board and a regular Board meetings principally for results obtained.

Supervision Exercised -- Supervision extends to the entire staff of the library system but is exercised through key professional subordinates who head organizational elements of the library system.

Required Knowledge, Skills, and Abilities -- Comprehensive knowledge of the principles, methods, and practices of professional library science and administration.

Comprehensive knowledge of public management principles as they relate to library operations and administration.

Thorough professional knowledge of reader interest levels and group and community interests, and a wide knowledge of professional library literature.

Demonstrated administrative ability and ability to organize, direct, and train a large staff of professional, paraprofessional, and other library personnel which compose the library system.

Ability to analyze library system services in relation to needs of the community leaders, public officials, professional groups, and the general public.

Ability to speak and write effectively.

Desirable Experience, Education, and Training -- Successful completion of graduate level course work in library science to the level of a master's degree, and extensive progressively responsible experience in professional library management; or any equivalent combination of experience and training which provides the required knowledge, skills, and abilities.

Special Requirement -- Possession of a Certificate of Librarianship issued by the Missouri State Library for Certification of Librarians.

LIBRARIAN I

General Statement of Duties -- This is library work involving the full application of professional library techniques and procedures in one or more specialized library fields.

Work in this class is distinguished from that in paraprofessional library classes by the expertise which must be applied in dealing properly with library problems, situations, and questions. Normally this entails considerable specialized advanced training in library science.

Examples of Work -- (Any one position may not include all of the duties listed nor do the listed examples include all the tasks which may be performed.)

Answers reference questions and performs reader advisory services requiring a broad general knowledge of a main, branch, or bookmobile library collection; assists patrons in the selection and location of books and other library materials.

Does cataloging for the library system; supervises the typing of catalog cards and maintains the union shelf list.

Coordinates the ordering of books on the basis of requests received from departments; and supervises the checking of books and other library materials as received.

Compiles bibliographies on various subjects; oversees and participates in circulation activities; and compiles daily and monthly statistical reports.

Assists the public in the selection and use of audio-visual materials and equipment.

Maintains the periodical collection; reviews, selects, reevaluates and purges collection; and maintains files pertaining to serials operation.

Participates in or does book selection; compiles and produces book lists; assists in weeding collection and in transferring materials to other library units.

Reads reviews of new children's books; makes book selections and prepares order slips; distributes books as appropriate when they are delivered.

Does adult or children's program planning and preparation for an organizational unit; selects program materials; sets up displays; and presents programs to appropriate library patrons.

Performs related work as required.

Supervision Received -- Work is performed under supervision of a librarian of higher classification but with latitude for professional judgment and discretion in work.

Supervision Exercised -- Supervision may be exercised over library assistants, Library Pages, and clerical personnel although some areas of assignment do not include supervisory duties.

Required Knowledge, Skills, and Abilities -- Good knowledge of professional library principles, materials, and practices.

Good knowledge of reader interest levels, books and authors, periodicals and pamphlet materials, and library guides and publications.

Good knowledge of cataloging procedures and problems.

Ability to plan and supervise the work of paraprofessional and clerical personnel in library functions.

Ability to establish and maintain effective working relationship with other employees and library patrons.

If required to drive a bookmobile, possession of a valid driver's license and ability to operate heavy automotive equipment safely and efficiently.

Desirable Experience, Education, and Training -- Successful completion of graduate level course work in library science to the level of a master's degree, and some experience in paraprofessional library work; or any equivalent combination of experience and training which provide the required knowledge, skills, and abilities.

LIBRARIAN II

General Statement of Duties -- This is administrative and professional library work of moderate difficulty in supervising the operation of a small branch library or a small department at the main library.

This class is distinguished from Librarian I by the added responsibility of supervising the professional and/or paraprofessional staff of a library unit and in undertaking moderately difficult administrative duties.

Examples of Work -- (Any one position may not include all of the duties listed nor do the listed examples include all the tasks which may be performed.)

Supervises personnel in the circulation or children's departments in the main library or in a small branch library.

Plans and develops continuing and special programs for the small branch library or department to which assigned; explains program requirements to staff and trains them in revised techniques and procedures.

Maintains contact with community leaders and organizations and modifies library services consistent with community and public needs and established library policy.

Selects books and materials for circulation; weeds existing book, record, and other collections; and evaluates gift books for addition to the library collection.

Orders equipment and supplies for the branch library or department to which assigned; arranges for their proper custody and use.

Participates in interviewing candidates to fill vacancies; advises on employee selections, in-service transfers and promotions, and terminations; counsels staff regarding personnel regulations and requirements.

Prepares periodic statistical reports; attends and participates in meetings with the Library Director; correlates work of the assigned unit with that of other departments.

Prepares budget requests for a small branch library, a small department at the main library or for the library system's outreach program.

Performs related work as required.

Supervision Received -- Work is performed under the general direction of the Library Director.

Supervision Exercised -- Supervision extends to a small staff or professional and/or paraprofessional, clerical, and custodial subordinates.

Required Knowledge, Skills, and Abilities --

Considerable knowledge of professional library principles, methods, materials, and practices, especially as they relate to the field of specialization in which work is to be performed.

Considerable professional knowledge of reader interest levels, books and authors, periodicals and pamphlet materials, and appropriate library guides and publications.

Administrative ability and ability to supervise and train professional and paraprofessional subordinates in library and associated techniques.

Ability to effectively promote community interest in the field of specialization or in the services of the library.

Ability to establish and maintain effective working relationships with other employees, department heads, community leaders, library patrons, and the general public.

If required to drive a bookmobile, possession of a valid driver's license and ability to operate heavy automotive equipment safely and efficiently.

Desirable Experience, Education, and Training -- Successful completion of graduate level course work in library science to the level of a master's degree, and responsible experience in professional library work including some supervisory experience; or any equivalent combination of experience and training which provides the required knowledge, skills, and abilities.

LIBRARIAN III

General Statement of Duties -- This is administrative and professional library work of considerable difficulty in supervising the operation of a large branch library or a large department at the main library.

This class is distinguished from Librarian II by the added responsibility involved in supervising a larger professional and paraprofessional staff and in undertaking broader administrative responsibilities.

Examples of Work -- (Any one position may not include all of the duties listed nor do the listed examples include all the tasks which may be performed.)

Plans and develops continuing and special programs for the large branch library or large main library department to which assigned.

Trains staff members in library techniques and procedures and reviews their work; interprets library policies, procedures, and regulations to staff.

Maintains contact with community leaders and organizations to determine desired services and to publicize branch or large main library department activities.

Supervises the preparation of special and periodic statistical and operating reports and makes recommendations as to programs and equipment; reviews, selects, and ensures that orders are placed for books.

Assumes full responsibility for the maintenance and appearance of a branch library facility's grounds and buildings.

Consults with the Library Director, Assistant Library Director, and other administrative staff regarding resources, services, and activities in the assigned branch or large department.

Prepares budget requests for the assigned branch library or department.

Performs related work as required.

Supervision Received -- Work is performed under the general direction of the Library Director.

Supervision Exercised -- Supervision extends to a large staff of professional clerical, and custodial subordinates.

Required Knowledge, Skills, and Abilities --

Thorough knowledge of professional library principles, methods, materials and practices, especially as they relate to the field of specialization in which work will be performed.

Thorough professional knowledge of reader interest levels, books and authors, periodicals and pamphlet materials, and appropriate library guides and publications.

Demonstrated administrative ability and ability to supervise and train professional and paraprofessional subordinates in various activities of a branch library or a major department of the main library.

Ability to effectively promote community interest in the services and materials related to the field of specialization or in the services provided by a large branch library.

Ability to establish and maintain effective working relationships with other employees, department heads, community leaders, library patrons, and the general public.

If required to drive a bookmobile, possession of a valid driver's license and ability to operate heavy automotive equipment safely and efficiently.

Desired Experience, Education and Training -- Successful completion of graduate level course work in library science to the level of a master's degree and considerable responsible experience in professional library work, including some administrative and supervisory experience at the level of Librarian II; or any equivalent combination of experience and training which provides the required knowledge, skills, and abilities.

LIBRARIAN IV

General Statement of Duties -- This administrative and professional library work of considerable difficulty in supervising both the operation of a large branch library and the library system's bookmobile program. This class is distinguished from Librarian III by the added responsibilities of supervising the bookmobile program.

Examples of Work -- (Any one position may not include all of the duties listed nor do the listed examples include all the tasks which may be performed.)

Holds regular staff meetings for branch and bookmobile personnel to discuss and consider new developments in the library system and to answer questions of staff relative to library services.

Prepares budget requests for the assigned branch library and for the bookmobile program.

Oversees professional subordinates in their supervision and provision of adult and children's services at the assigned branch library; performs and assists in the conduct of reference services.

Prepares new bookmobile schedules; reviews books added to the bookmobile collection and distributes them to bookmobile units; facilitates equipment maintenance and repair; and maintains liaison with executive management on personnel matters.

Calls building repairmen as needed for the library branch; rearranges cleaning schedules of custodians.

Performs related work as required.

Supervision Received -- Work is performed under the general direction of the library Director.

Supervision Exercised -- Supervision extends to a large staff of professional, paraprofessional, clerical, and custodial subordinates.

Required Knowledge, Skills, and Abilities -- Thorough knowledge of professional library principles, methods, materials, and practices, especially as they relate to branch library and bookmobile operations.

Thorough professional knowledge of reader interest levels, books and authors, periodicals and pamphlet materials, and appropriate library guides and publications.

Demonstrated administrative ability and ability to supervise and train professional and paraprofessional subordinates in various activities of a branch library or in bookmobile program activities.

Ability to effectively promote community interest in branch library and bookmobile services and materials.

Ability to establish and maintain effective working relationships with other employees, department heads, community leaders, library patrons, and the general public.

If required to drive a bookmobile, possession of a valid driver's license and ability to operate heavy automotive equipment safely and efficiently.

Desirable Experience, Education, and Training -- Successful completion of graduate level course work in library science to the level of a master's degree, and considerable responsible experience in professional library work, including some supervisory experience at the level of a Librarian III; or any equivalent combination of experience and training which provides the required knowledge, skills, and abilities.

CLERK

General Statement of Duties -- This is clerical work of routine difficulty. Work in this class is distinguished from that of Clerk Typist in that while typing may be included in the duties of a Clerk, the time devoted to it is relatively minor and it need not be performed in as rapid and skillful a manner. A Clerk will normally perform standard office functions, filing, processing of materials, etc.

Examples of Work -- (Any one position may not include all of the duties listed nor do the listed examples include all the tasks which may be performed.)

Processes books, records, and audio-visual materials; stamps books and applies pockets, checks call number on back of title pages and on pockets to ensure they correspond; and applies plastic jackets as needed.

Files new cards in public card catalogue; does card discarding returning pulled cards to catalogers; records discards from main and branch libraries in discard record book.

Unloads incoming books and shelves them according to author.

Sorts Library of Congress cards received with books and matches each set with the corresponding book.

Maintains cabinet of supplies; checks incoming supply orders and keeps records of supplies ordered and received.

Answers the telephone and provides routine information and takes messages.

Performs related work as required.

Supervision Received -- Work is performed in accordance with established routines and procedures. Detailed instructions are given at the commencement of work and whenever there is any deviation from the prior sequence.

Supervision Exercised -- Direct supervision may be given occasionally to part-time trainees or aides, but supervisory responsibilities are very limited.

Required Knowledge, Skills, and Abilities -- Some knowledge of modern office practices and procedures and of business English, spelling, and arithmetic.

Ability to learn in a short time the operation of simple office machines.

Ability to keep simple records, to make arithmetic calculations, and to write legibly.

Manual dexterity sufficient to skillfully perform simple book mending and processing.

Ability to follow simple oral and written instructions.

Desirable Experience, Education, and Training --

Graduation from high school and some experience in clerical work; or any equivalent combination of experience and training which provides the required knowledge, skills, and abilities.

CLERK TYPIST

General Statement of Duties -- This is clerical work of moderate difficulty which requires skillful land rapid use of a typewriter. Skillful and rapid use of a typewriter is the principal characteristic which distinguishes this class from that of Clerk.

Examples of Work -- (Any one position may not include all of the duties listed nor do the listed examples include all the tasks which may be performed.)

Types call numbers, author, title, copy number, volume number, etc., on book and record pockets, and on catalogue cards.

Assembles and duplicates master cards for recordings and books.

Handles overdue books by sorting computer cards, preparing typed lists of damaged cards, receiving and checking computer lists of overdues, and preparing and mailing overdue notices.

Types correspondence, mailing lists, reports, notices, and various other materials for a library office or department.

Types subject matter cards for inclusion in newspaper and periodical subject indexes.

Does filing, keeps statistics on library operations and compiles periodic statistical reports.

Performs related work as required.

Supervision Received -- Work is performed in accordance with established routines and procedures. Detailed instructions are given at the commencement of work and whenever there is any deviation from the prior sequence.

Supervision Exercised -- Direct supervision may be given occasionally to part-time trainees or aids, but supervisory responsibilities are limited.

Required Knowledge, Skills, and Abilities --

Good knowledge of modern office practices and procedures and of business English, spelling, and arithmetic.

Good knowledge of the operation of standard office machines.

Ability to organize information within closely prescribed systems and procedures.

Ability to keep office records, to make arithmetic calculations rapidly and accurately, and to write legibly.

Ability to follow simple oral and written instructions.

Skill in the rapid and efficient operation of a modern type writer.

Desirable Experience, Education, and Training -- Graduation from high school including or supplemented by courses in typewriting and some experience in clerical and typing work; or any combination of experience and training which precedes the required knowledge, skills, and abilities.

ADMINISTRATIVE SECRETARY

General Statement of Duties -- This is skilled secretarial work of considerable difficulty in providing secretarial services to the Library Director and to the central administrative office of the library system.

Examples of Work -- (Any one position may not include all of the duties listed nor do the listed examples include all the tasks which may be performed.)

Keeps the Director's appointment calendar, arranges appointments, and receives and assists callers to the Director's office.

Receives, screens, connects, and transfers telephone calls for the central administrative office.

Using specialized recording and typewriting equipment, prepares letters, memoranda, reports, messages, invitations, etc., for the Director and central administrative staff.

Assigns typing and clerical chores to subordinate typists and clerks and oversees the proper performance of such work.

Prepares for meetings of the Board of Library Trustees, reserves meeting room, informs trustees, members of the Advisory Board, and news media; sends minutes of last meeting, and other informational materials to Board members; and takes and prepares minutes of Board meetings.

Orders office supplies for the central administrative office and provides for their custody and issuance as needed.

Performs related work as required.

Supervision Received -- Work is performed with considerable latitude for independent judgment under the general administrative supervision of the Library Director.

Supervision Exercised -- Immediate supervision is exercised over a small number of clerical employees, some of whom are part-time or casual workers retained for special projects or during peak work periods.

Required Knowledge, Skills, and Abilities --

Comprehensive knowledge of business English, spelling, punctuation, and arithmetic.

Considerable knowledge of modern office methods, practices, and procedures.

Good knowledge of governmental organization at the federal, state, and local levels.

Ability to carry out, without supervision, continuing assignments requiring the organization of material, the preparation of reports, and the making of decisions.

Ability to type accurately, take, and transcribe dictation at a high rate of speed.

Ability to make minor administrative decisions consistent with established precedents and practices and to use resourcefulness and tact in meeting new situations.

Ability to establish and maintain effective working relationships with other employees, department heads, public officials, library patrons, and the general public.

Ability to plan and supervise the work of others.

Desirable Experience, Education, and Training -- Graduation from high school including or supplemented by clerical and secretarial training and college level course work in general business administration or a related field, and considerable responsible secretarial experience; or any combination of experience and training which provides the required knowledge, skills, and abilities.

BUSINESS MANAGER

General Statement of Duties -- This is responsible fiscal work in managing the accounting and business affairs of the library system and in facilitating its budgetary and procurement functions.

Examples of Work -- (Any one position may not include all of the duties listed nor do the listed examples include all the tasks which may be performed.)

Operates and maintains the library's accounting system, posting ledgers and preparing accounting and financial reports reflecting the status of library accounts and funds.

Coordinates and preparation and the flow of payroll documents to the computer center for processing; reviews payroll rosters and printouts; and audits and distributes payroll checks to departments.

Reviews supply requisitions, secures bids and quotations from vendors, prepares purchase orders, and ensures that goods are received as ordered prior to the payment of bills.

Performs staff work in assistance to the Library Director in the preparation of the library system annual budget; assembles comparative revenue and expenditure data by category for prior years; makes analyses of current revenue and expenditure needs and assists in the compilation of financial estimates into a comprehensive budget document.

Performs related work as required.

Supervision Received -- Work is performed with minimal supervision as to technical accounting processes under the general supervision of the Library Director. Payroll operations must conform to procedural requirements of the local government.

Supervision Exercised -- Work entails little supervisory responsibility except during peak work periods when some clerical employees may be retained. Technical supervision in respect to fiscal procedures extends to departmental personnel of the library system who provide inputs into accounting, payroll, budget, and procurement systems.

Required Knowledge, Skills, and Abilities -- Considerable knowledge of accounting theory, principles, and practices and of their application to a variety of accounting situations and requirements.

Considerable knowledge of modern office management procedures, practices, and equipment, particularly as applied to accounting operations.

Good knowledge of public and private finance particularly in relation to banking and investments.

Good knowledge of principles and practices of modern budgeting and procurement and supply administration.

Ability to analyze and evaluate budgetary problems and to recommend procedural and operating adjustments in the attainment of library program goals.

Ability to modify accounting procedures consistent with the fiscal and operating requirements of the library system.

Ability to establish and maintain effective relationships with public officials, library employees, and accounting and business management associates.

Desirable Experience and Training -- Graduation from an accredited college or university with major course work in accounting or business administration with accounting emphasis, and some experience in professional accounting work; or any equivalent combination of experience and training which provides the necessary knowledge, skills, and abilities.

ASSISTANT DIRECTOR

General State of Duties -- This is responsible administrative and professional library work of substantial difficulty assisting in the direction of operations and activities of the library.

Examples of Work -- (Any one position may not include all of the duties listed nor do the listed examples include all the tasks which may be performed.)

Provides continuing information to the Library Director on the condition of the library physical plant, the status of the personnel program, and on other administrative areas for which primary responsibility has been assigned.

Develops monthly statistical reports, annual reports to the state, and special reports to national agencies.

Confers with library department and branch heads as to personnel problems and needs; places personnel advertisements and contacts outside agencies relative to personnel recruitment; interviews and recommends candidates for employment records.

Schedules the work of security guards; coordinates the use of meeting rooms and the utilization of office space and storage; and supervises building maintenance, security, and custodial services.

Chairs and provides leadership to book selection and other library committees; confers with other libraries and agencies, both state and local, with a view to implementing policies, goals, and objectives of the library.

Performs related work as required.

Supervision Received -- Work is performed under the general direction of and consistent with Library Board policies and instructions received from the Library Director. Work is reviewed principally for results obtained in frequent conferences with the Director.

Supervision Exercised -- In areas such as building maintenance, custodial services, and security where primary responsibility has been vested in the Assistant Library Director, supervision extends directly to concerned operational personnel. In professional library areas the Assistant Director functions as a primary staff intermediary between the Library Director and library departments, and all instructions to the latter by the Assistant Director are consistent with the policies of the Library Board and guidelines of the Director.

Required Knowledge, Skills, and Abilities -- Thorough knowledge of the principles, methods, and practices of professional library science and administration.

Thorough knowledge of public management principles as they relate to library operation and administration.

Thorough professional knowledge of reader interest and a wide knowledge of professional library literature.

Demonstrated administrative ability and ability to direct and train a large staff of professional, paraprofessional, and nonprofessional library system personnel.

Ability to analyze library system services and to redirect and adapt them consistent with changing public needs and established library policy.

Ability to establish and maintain effective working relationships with community leaders, public officials, professional groups, and the general public.

Ability to speak and write effectively.

Desirable Experience, Education, and Training -- Successful completion of graduate level course work in library science to the level of a master's degree, and extensive progressively responsible experience in professional library management; or any equivalent combination of experience and training which provides the required knowledge, skills, and abilities.

READING CONSULTANT

General Statement of Duties: -- This is technical work of moderate difficulty in planning and executing a reading instructional program for disadvantaged citizens.

Examples of Work: -- (Any one position may not include all of the duties listed nor do the listed examples include all the tasks which may be performed.)

Consults with professional and paraprofessional library personnel in the development of an instructional program in reading.

Visits homes and places of residence of the disadvantaged to ascertain their need for reading instruction as a means for improving their communication skills.

Acquires and adapts instructional materials for use in teaching individuals and groups to read.

Gives instruction to groups and individuals in reading, using various instructional materials and training aids.

Escorts groups on tours of the library and to other cultural institutions as a means of furthering the learning experience of group members.

Performs related work as required.

Supervision Received -- Work is performed under the general direction of a professional librarian and consistent with reading program guidelines approved by the head of the library system.

Supervision Exercised -- None.

Required Knowledge, Skills, and Abilities --

Good knowledge of instructional principles, methods and techniques with particular relevance to the teaching of reading.

Good knowledge of social and educational adjustment problems of underprivileged people and of devices which can motivate them to learn reading and associated skills.

Good knowledge of social and educational institutions and organizations in the community which can assist in advancing a reading comprehension program.

Good knowledge of modern instructional materials used in reading instruction.

Ability to relate to and to motivate underprivileged families and individuals to acquire reading and communication skills.

Ability to plan, organize and conduct instructional programs and group learning sessions.

Ability to operate film projectors and other audio-visual training devices as an aid to instruction.

Ability to establish and maintain effective working relationships with other library system employees and clients, and patrons of its outreach program.

Desirable Experience, Education, and Training -- Graduation from college with major course work in education supplemented by special training and experience in reading instruction; or any equivalent combination of experience and training which provides the required knowledge, skills, and abilities.

ART SPECIALIST

General Statement of Duties -- This is professional and varied art work in the development of viable art and allied programs, displays, and demonstrations supplemental to or supportive of regular library programs and services.

Examples of Work -- (Any one position may not include all of the duties listed nor do the listed examples include all the tasks which may be performed.)

Assists professional library staff in the development, design, and production of art work for library programs and activities.

Cooperates with Friends of the Library in developing a quality showcase for literary, theatrical, and visual arts in the library; works with the Missouri Department of the Arts and regional and local art groups in furthering art interests of the Friends of the ____________ Library.

Assists in researching potential grants in support of art programs and in preparing grant applications.

Locates and stimulates by graphic, literary, and performing artists in participating in art programs of the library system and Friends of the Library.

Does photographic work and compiles a photographic record of library activities and programs.

Performs related work as required.

Supervision Received -- Work is performed under the general direction of the Public Relations Officer.

Supervision Exercised -- Instructions may be given to clerical workers or artist assistants.

Required Knowledge, Skills, and Abilities --

Considerable knowledge of graphic and three-dimensional art rendition and display methods, techniques, and materials.

Good knowledge of the capabilities of printing and photography in preparing publicity and informational brochures, posters, flyers, and displays.

Some knowledge of artists and of art organizations and resources available in producing art programs and exhibits.

Skill in artistic design and ability to render two- and three-dimensional art work of high quality.

Ability to establish and maintain effective working relationships with library employees and executives, with individual Friends of the Library, and with practicing artists.

Desirable Experience, Education and Training -- Graduation from an accredited college or university with major course work in fine art supplemented by a master's degree or graduate level course work in fine art, and successful practical experience in artistic design and rendition; or any equivalent combination of experience and training which provides the required knowledge, skills, and abilities.

PUBLIC RELATIONS OFFICER

General Statement of Duties -- This is professional public information work of moderate difficulty in planning, organizing, and coordinating a program to stimulate community interest in library services.

This class is distinguished from those in the professional librarian series by the circumstance that whereas professional training in library science is desirable for the Public Relations Officer, activities are oriented strongly toward the stimulation of public awareness and interest in library services rather than upon the direct provision of such services. Training in public relations and journalism is also highly desirable.

Examples of Work -- (Any one position may not include all of the duties listed nor do the listed examples include all the tasks which may be performed.)

Develops and provides for ongoing media coverage of library activities through television, radio, and newspaper press releases, features, interviews, and spot announcements.

Prepares flyers, posters, inserts in business mailing, and announcements to churches and clubs as a means of promoting library activities and services.

Confers with and assists library department heads relative to the promotion of their particular library services and programs; helps them design displays, posters, and handouts to inform patrons of regular and specialized services and programs.

Represents the library system at various conferences and public meetings explaining library programs and resources; and develops and follows up on useful contacts as a means of fostering continuing civic awareness and interest in library functions.

Researches and develops possible sources of funding for library activities to enable its growth into additional areas of civic need.

Maintains staff liaison and services to the Friends of the Library; assists the Friends in the expansion of their activities, programs, and membership.

Performs related work as required.

Supervision Received -- Work is performed under the general direction of the Library Director.

Supervision Exercised -- Supervision extends to a small staff consisting of professionals and paraprofessionals and some clerical workers in the fields of art and communications.

Required Knowledge, Skills, and Abilities --

Considerable knowledge of public information and journalistic principles, practices, and techniques.

Good knowledge of professional library principles, methods, materials, and practices.

Some knowledge of methods, materials, and techniques of graphic art and design.

Skill in planning and organizing public information and public relations programs and activities.

Skill in developing informational and public relations channels with news media including radio, television, and newspapers.

Ability to communicate effectively both orally and in writing.

Ability to speak effectively before large and varied community groups.

Ability to establish and maintain effective working relationships with library employees, executives and trustees and with public officials and civic leaders.

Desirable Experience, Education, and Training -- Graduation form an accredited college or university with major course work in journalism, mass communications, and public relations supplemented by training in library science, plus some experience in public relations, journalism, or library work; or an equivalent combination of experience and training which provides the required knowledge, skills, and abilities.

LIBRARY PAGE

General Statement of Duties -- This is routine library work of limited complexity.

Work in this class is distinguished from that in the Library Assistant series principally by the repetitiveness and usually manual character of Library Page duties.

Examples of Work -- (Any one position may not include all of the duties listed nor do the listed examples include all the tasks which may be performed.)

Shelves library books and periodicals and files newspapers, magazines, pamphlets, and public documents in proper sequence.

Reads and rearranges books on shelves to ensure that they are in order.

Assists in conducting book inventories.

Dusts books and shifts and balances shelves and files when necessary.

Arranges newspapers in sequence for storage and ties papers in bundles when they are to be discarded.

Assists on the circulation desk, shows patrons the card catalog, and explains card catalog use and the general arrangement of the book collection.

Under close supervision, stamps, files, and pulls cards; assists in the minor repair of books.

Performs related work as required.

Supervision Received -- Work is subject to close supervision but is usually repetitive and requires only attention to detail to be done properly. A paraprofessional or professional librarian is readily available to answer questions.

Supervision Exercised -- None.

Required Knowledge, Skills, and Abilities --

Some knowledge of general library practices and procedures or ability to acquire such knowledge.

Some knowledge of general office routines and equipment.

Ability to learn the operation of simple office and library equipment in a brief period of time.

Ability to keep simple records, to make arithmetic computations, and to write legibly.

Ability to follow simple oral and written instructions.

Good physical condition and agility and ability to perform moderate lifting without adverse physical effect.

Desirable Experience, Education, and Training --

Attendance at, and a good academic record in high school or other comparable or higher institution of learning; or any equivalent combination of experience and training which provides the required knowledge, skills, and abilities.

LIBRARY ASSISTANT I

General Statement of Duties -- This is nonprofessional library work of routine difficulty which requires the application of clerical skills to varied library functions.

Work in this class is distinguished from that in Library Page and clerical classes by the greater degree to which library fundamentals must be applied in work procedures.

Examples of Work -- (Any one position may not include all of the duties listed nor do the listed examples include all the tasks which may be performed.)

Performs general circulation duties; registers new patrons; checks in and checks out library materials; computes and collects fines for overdue books; and maintains daily statistical records.

Reserves materials for patrons and notifies them when reserve materials are available.

Assists library patrons in using photo-copier, audio-visual equipment, and card catalog, and in locating basic reference materials.

Straightens and reads shelves to ensure that they are in proper order.

Assists with special projects including story hours, craft workshops, and film shows; oversees group visits by children to the library.

Files stock reports and other business periodicals that must be continually updated.

Assists the public and answers routine requests for information.

Performs related work as required.

Supervision Received -- This is an entry level class in library work and incumbents must possess an interest in and willingness to learn the basic fundamentals of library science. Once basic procedures are learned, an employee in this class is expected to carry out routine duties with a minimum of supervision, although a superior can be consulted on any unusual or difficult problems.

Supervision Exercised -- None, although simple instructions may be given to library pages.

Required Knowledge, Skills, and Abilities --

Good knowledge of modern office practices and procedures and of business English, spelling, and arithmetic.

Some knowledge of routine library operations.

Willingness to learn and ability to acquire elementary knowledge of fundamental library principles, methods, materials, and practices.

Ability to keep accurate records.

Ability to locate materials quickly using standard library classification systems.

Ability to establish and maintain effective relationships with other employees and library patrons.

Desirable Experience, Education, and Training -- Graduation from high school supplemented by courses in clerical work and typing and some practical clerical experience preferably in a library; or any combination of experience and training which provides the required knowledge, skills, and abilities.

LIBRARY ASSISTANT II

General Statement of Duties -- This is nonprofessional library work of moderate difficulty which requires the application of skilled techniques and procedures to varied library functions.

Work in this class is distinguished from that of Library Assistant I by the added complexity of assignments and the greater paraprofessional knowledge which must be applied in resolving problems encountered.

Examples of Work -- (Any one position may not include all of the duties listed nor do the listed examples include all the tasks which may be performed.)

Assists library patrons in locating information and books; conducts research on ordinary reference questions, using readily available resources, and seeks professional counsel or assistance on more complex reference matters.

Consults bibliographic sources to confirm the existence of books requested through interlibrary loan, orders such books from appropriate sources, and notifies requesting patrons upon their arrival.

Plans and conducts regular public story hours for day care centers, public and private school classes, and Scout groups; makes film presentations, and conducts craft programs and other scheduled activities.

Prepares bookmobile for scheduled route, finds books requested by patrons, scans and shelves new books; at scheduled stops, checks out books as requested, takes requests for new books, answers questions, and shelves returned books.

Researches, prepares, and sends book orders to technical processing; checks in new books correcting errors in processing; and maintains shelf lists and order files.

Performs related work as required.

Supervision Received -- Supervision is received from a professional librarian through review of plans and programs and by frequent conferences, but employees in this class work with considerable independence when performing standard functions.

Supervision Exercised -- Supervision may be exercised over library assistants of lower grade, clerical workers, or bookmobile operators, but such supervision is usually in the nature of lead worker responsibility.

Required Knowledge, Skills, and Abilities --

Good knowledge in at least one major subject matter field.

Some knowledge of reader interest levels, books and authors, periodicals and pamphlet materials, and library guides and publications.

Ability to supervise or provide leadership guidance to clerical employees and nonprofessional library workers of lower grade.

Ability to learn and apply fundamental library procedures, methods, and techniques after brief orientation and training.

Ability to establish and maintain effective working relationships with other employees and library patrons.

If required to drive a bookmobile, possession of a valid driver's license and ability to operate heavy automotive equipment safely and efficiently.

Desirable Experience, Education, and Training --

Graduation from high school supplemented by college level course work in a major subject matter field preferably to the level of a bachelor's degree, and some experience in library work; or any equivalent combination of experience and training which provides the required knowledge, skills, and abilities.

SECURITY GUARD

General Statement of Duties -- This is guard work of routine difficulty in protecting library buildings, facilities, and grounds and in maintaining order on library premises.

Some discretion is involved in dealing with emergencies which may arise and in reporting them to proper authorities.

Examples of Work -- (Any one position may not include all of the duties listed nor do the listed examples include all the tasks which may be performed.)

Patrols buildings and grounds in designated areas; checks doors and windows for security; locks doors and turns off lights.

Assists handicapped people in entering and leaving the building and in using restrooms.

Makes rounds of floors; assists staff in quieting and disciplining patrons; escorts rowdy persons from premises; keeps watch on suspicious individuals and on drunks while waiting for police.

Carries out trash at designated times and intervals; replaces light bulbs and makes minor building repairs.

Answers questions and gives directions to visitors.

Supervision Received -- Work is performed under general supervision and according to detailed instructions and established procedures.

Supervision Exercised -- None.

Required Knowledge, Skills, and Abilities --

Some knowledge of police procedures and of fire regulations.

Good physical condition and ability to stay alert for extended periods.

Ability to read and write and to follow oral and written instructions.

Ability to establish and maintain effective relationships with library personnel, library patrons, and the general public.

Desirable Experience and Training --

Completion of grade school education and preferably some related work experience; or any equivalent combination of experience and training which provides the required knowledge and abilities.

SECURITY AND MAINTENANCE OFFICER

General Statement of Duties -- This is security and building maintenance work of moderate difficulty and responsibility.

Work in this class is distinguished from that of Security Guard by the extent of maintenance work performed, in addition to guard duties, and by the circumstance that casual workers are supervised in performing custodial tasks.

Examples of Work -- (Any one position may not include all of the duties listed nor do the listed examples include all the tasks which may be performed.)

Inspects water circulation and operation of boiler; makes minor repairs to air conditioner; unstops toilets and sinks and makes minor plumbing repairs.

Repairs leaks; cleans out gutters and down spouts; repairs and replaces broken tile; paints cabinets; and builds pamphlet racks and cases for prints.

Cleans boiler room; makes emergency repairs to equipment and machines and in the installation of electrical receptacles and signs.

Visits branch libraries to make building and equipment repairs.

Oversees temporary workers retained to do building and grounds clean-up work.

Maintains security watch; assists handicapped library patrons; quiets children and removes unruly children from library premises.

Keeps watch on suspicious individuals and on drunks while waiting for police.

Performs related work as required.

Supervision Received -- Work is performed under the general supervision of the Assistant Library Director with considerable latitude for discretion and judgment when making building and equipment repairs. Security duties are prescribed by established procedures.

Supervision Exercised -- Occasional supervision is given to seasonal casual workers on laboring and custodial tasks and sometimes helpers are available for maintenance functions.

Required Knowledge, Skills, and Abilities --

Good knowledge of building maintenance and repair requirements and some knowledge of general building trades.

Some knowledge of mechanics and of lubrication, maintenance and machine repair fundamentals.

Some knowledge of police procedures and of fire regulations.

Good physical condition and ability to stay alert for extended periods.

Ability to understand and follow oral and written instructions.

Ability to establish and maintain effective relationships with library personnel, library patrons, and the general public.

Ability to oversee the work of laboring and custodial employees.

Desirable Experience and Training --

Completion of high school including or supplemented by courses in building and mechanical trades, and some experience in building construction or maintenance work and in mechanical repair work; or any equivalent combination of experience and training which provides the required knowledge, skills, and abilities.

Special Requirements -- Possession of a current and valid driver's license issued by Department of Revenue, Division of Licensing Bureau.

MAINTENANCE REPAIRMAN

General Statement of Duties -- This is building maintenance and repair work of moderate difficulty as an added responsibility.

Examples of Work -- (Any one position may not include all of the duties listed nor do the listed examples include all the tasks which may be performed.)

Makes electrical repairs and installations; runs conduits, installs outlets and switches; and makes air conditioning repairs.

Makes plumbing repairs, unstops toilets and sinks; replaces faucets, toilet seats, and ball cock assemblies.

Repairs roof and gutters; patches holes in roof and cleans out gutters.

Builds and refinishes bookshelves, pamphlet racks, and signs.

Paints file cabinets, shelves, and storage cases; repairs plaster on ceilings.

Takes movie projectors to be repaired and runs errands in town and picks up supplies.

Performs related work as required.

Supervision Received -- Work is performed under the general supervision of the Assistant Library Director with considerable latitude for the use of skill and judgment when making building and equipment repairs.

Supervision Exercised -- Occasionally, helpers are available in which case they are given explicit instructions as to what to do.

Required Knowledge, Skills, and Abilities --

Good knowledge of building maintenance and repair requirements and some knowledge of the techniques, methods, and materials of general building trades.

Some knowledge of mechanics and of lubrication, maintenance, and machine repair fundamentals.

Good physical condition and ability to do heavy lifting without ill effect.

Ability to understand and follow oral and written instructions.

Ability to establish and maintain effective relationships with library personnel, library patrons, and the general public.

Ability to operate a motor vehicle in a safe and efficient manner.

Desirable Experience and Training -- Completion of high school including or supplemented by courses in building and mechanical trades, and some experience in building construction or maintenance work; or any combination of experience and training which provides the required knowledge, skills and abilities.

Special Requirement -- Possession of a current and valid drivers license as issued by the Department of Revenue, Division of Licensing Bureau.

BOOKMOBILE OPERATOR

General Statement of Duties -- This is equipment operation work of moderate difficulty in driving a bookmobile and in performing clerical and maintenance tasks associated with its operation.

Examples of Work -- (Any one position may not include all of the duties listed nor do the listed examples include all the tasks which may be performed.)

Loads and unloads bookmobile materials; drives bookmobile on assigned route and makes scheduled stops.

Cleans and maintains bookmobile according to instructions; checks and reports on mechanical condition of bookmobile; follows maintenance schedule; makes simple mechanical adjustments; and takes equipment in for more major repairs.

Assists clients in locating materials in the bookmobile and at satellite libraries; checks books in and out on the bookmobile, and shelves books.

Keeps circulation records and checks on overdue books.

Performs related work as required.

Supervision Received -- Work is performed under the general supervision of paraprofessional and professional librarians but with considerable latitude for discretion and judgment relative to equipment maintenance functions. Clerical duties are performed according to established procedures.

Supervision Exercised -- Routine and simple instructions may occasionally be given to library aides.

Required Knowledge, Skills, and Abilities --

Good knowledge of automotive equipment operation and of associated servicing and repair requirements.

Good knowledge of business English, spelling, and arithmetic.

Good physical condition and ability to do heavy lifting without adverse effect.

Ability to operate heavy automotive equipment safely and efficiently.

Ability to understand and follow oral and written instructions.

Ability to keep records, to make simple arithmetic calculations, and to write legibly.

Ability to establish and maintain effective relationship with library personnel, library patrons, and the general public.

Desirable Experience and Training --

Completion of high school and some experience in equipment operation and maintenance; or any equivalent combination of experience and training which provides the required knowledge, skills, and abilities.

Special Requirements -- Possession of a current and valid driver's license issued by the Missouri's Department of Revenue, Division of Motor Vehicle and Driver's Licensing.

SAMPLE 6

CLERICAL ASSISTANT

Objective -- To work with the public in the library.
To maintain circulation and patron records
To process materials
To act as substitute bookmobile driver

Details of the Objective --

1. Work at the circulation desk as scheduled
2. Maintain accurate circulation records
3. Oversee reserve system in accordance with library procedure
4. Schedule films and equipment as requested by patrons maintaining accurate records on loans and return dates
5. Process materials by pasting in book pockets, fastening jackets on books and spine marking as necessary
6. Responsible for weekly calling for overdue materials with staff assistance
7. Maintain current and accurate patron registration records
8. Act as substitute bookmobile driver
9. Attend staff meetings
10. Other duties as prescribed by the director

Qualifications --

High school education and some typing ability
Pleasant personality to deal with the public
Willing to work evenings and weekends as required
Must have a valid Missouri driver's license

BOOKMOBILE LIBRARIAN

Reports to: Director

Scope: Provides service to patrons in such a way to obtain maximum circulation throughout the county. Maintains records as directed by library policy. Acts as a public relations person on behalf of the library.

Duties:

1. Has charge of all physical care and servicing of the bookmobile. This includes regular checking of the tires, lights, brakes, and battery, as well as the scheduling of all repairs as necessary. Keeps the floors and windows looking presentable. Includes washing and waxing as required by the Department for Libraries and Archives.

2. Purchases gas as needed and keeps mileage and expenditure records.

3. Has duties as follow:

   A. Registers all new adult and child patrons
   B. Checks materials in and out at all stops
   C. Reshelves returned materials, maintaining a neat, orderly appearance on the shelves
   D. Checks shelves for "claims returned" and snags
   E. Counts, arranges, and files daily circulation
   F. Notes overdue books at the end of the month, checks library registration files, and sends notices to patrons; provides a list of overdue books
   G. Shelf-reads continually when not otherwise occupied

4. Maintains the collection with materials from the library as follows:

   A. Weeds the collection monthly to remove books which have not circulated for six months
   B. Selects new materials
   C. Follows designated procedures to maintain a record in the library of all books on the bookmobile

5. Encourages patrons to use the bookmobile by offering friendly assistance, noting new books, and suggesting titles; learns about and announces special library programs

6. Goes on evening runs when needed

7. Maintains a pleasant, helpful and friendly attitude at all times

8. Attends staff meetings as required

9. Works in library when bookmobile is not running

Requirements:

A high school education is required.

The bookmobile driver/clerk is required to take necessary education steps to become certified within 5 years after employment.

Some library experience is preferred.

A personal interest in reading over a wide range of materials is desirable.

A valid Missouri driver's license is necessary.

Must be willing to work evenings and weekends as required.

CATALOGER/CLERK (Half-time)

Objective: To provide accurate cataloging of library materials. To work with patrons in the library.

Details of the Objective:

1. Accession and catalog new library materials using current cataloging rules and materials
2. Maintain the Missourian collection of non-circulating historical materials
3. Provide service to the public at the circulation desk
4. Handle interlibrary loan requests including ordering, maintaining accurate file records, and returning all borrowed books
5. Attend staff meetings
6. Other duties as required by the director

Qualifications:

Must be familiar with and be able to use cataloging tools.
Be able to do light typing
Must enjoy detailed work requiring accurate record keeping
Must be willing to work Sundays and evenings when required
Pleasant personality when meeting the public
Must have a high school education

CLERICAL ASSISTANT (Half-time)

Objective: To handle office and workroom clerical responsibilities. To provide assistance for library patrons

Details of the Objective:

1. Do typing to process books for circulation and other typing as required
2. Act as secretary to the Director
3. Work at the circulation desk as scheduled
4. Attend staff meetings
5. Other duties as prescribed by the director

Qualifications: High school education
Typing speed of 50 wpm
Pleasant personality to deal with the public
Must be willing to work evenings and Sundays as required

DUTIES: PROCEDURES:

LIBRARY PAGE

Objective: To provide a means to return books and periodicals to the shelves
To maintain shelved materials in an orderly manner

Details of the Objective:

1. Shelve books in proper order
2. Shelve periodicals in proper order
3. Read shelves to check on accuracy of order of books and periodicals
4. Other duties as required by library staff members

Qualifications: Must be ____ years old
Must be willing to follow orders
Should be an honor student with a pleasant personality

CUSTODIAN

Purpose: To provide cleaning service for the building and grounds; to perform minimal maintenance; and to be the custodian of the key.

Inside Cleaning Duties:

1. Dustmop all floors on first floor of the library twice weekly
2. Dustmop upstairs floor monthly
3. Mop floors weekly unless specified otherwise by the director
4. Mop office floor and kitchen monthly
5. Wax floors as required by the director
6. Vacuum steps upstairs, Board Room, and children's story rug twice monthly
7. Sweep steps and magazine storage area monthly
8. Empty trash cans three times weekly
9. Clean bathroom twice weekly, maintaining a regular supply of towels, tissue, and soap
10. Clean glass doors and plate glass and outside doors weekly
11. Clean both sides of front window as required by the director
12. Wash tables and circulation desk weekly; wash chairs monthly; empty ashtrays 3 times weekly
13. Dust tops of low bookcases, card catalog, window ledges, magazine storage shelves in hall and mantle downstairs weekly. Wash as required by the director
14. Purchase supplies required to accomplish the above duties

Outside Cleaning Duties:

1. Sweep front sidewalk and back steps weekly
2. Shovel snow when requested by the director
3. Clean top and front of bookdrop monthly
4. Keep sidewalks and parking area free of weeds and litter

Custodian of the Key:

1. Check calendar on circulation desk for meeting schedule
2. Open building reading room doors 15 min. before a scheduled meeting; lock doors leading to library; open bathrooms; turn on elevator
3. Empty trash and do minimal cleaning up to 1/2 hour on Wednesday evenings
4. Wax floors

Maintenance:

1. Change furnace filter in basement furnace in October, December, and March
2. Unplug stopped commodes and sinks as required
3. Adjust running water problems in commodes as required
4. Replace burned-out light bulbs
5. Perform any other custodial duties as required by the director

Accounting Requirement: A time sheet to be turned in by the 25th of each month including a detailed explanation of overtime

BOOKKEEPER (Part-time)

Objective: To provide accurate financial records. To write checks for bills and salaries

Details of the Objective:

1. Keep accurate single-entry records of library income and expenditures
2. Make deposits of petty cash, reimbursements, income checks and Memorial Book Fund money
3. Write checks for bills and salaries as authorized by the director
4. File federal, state, county and city forms as required
5. Provide information for the annual audit
6. Prepare monthly financial statement
7. Prepare W-2 forms at the end of calendar year
8. Other duties as required by the director

Qualifications:

Must have a high school education
Must be able to work well with figures and keep detailed, accurate records

SAMPLE 7

Job Title: **Library Assistant - Circulation Department**

Function of Job: Serving the public at the front desk; shelving and maintaining the circulating book sections of the adult library.

Working Hours:
40 hours weekly
Day shift: 8 a.m. - 5 p.m.
Night shift: 12 - 9 p.m.
Weekends: Saturday 9 a.m. - 6 p.m.
Sunday 2 - 5 p.m.

Educational Requirements: Must be a high school graduate. Some college preferred.

Job Experience: Library experience preferred. Work experience is necessary.

Is Supervised By: Head of the circulation department.

Exercises Supervision Over:

Part-time circulation staff when schedule indicates.
Part-time staff takes direction from person in charge when 5- 9 p.m. shift begins.

Working Conditions: Indoors, in generally pleasant surroundings.
Some areas can be dusty, and the building is subject to extreme temperature changes, particularly during change of seasons. The library assistant works with and around other people, works alone, and works under pressure.

Job Duties:

_____changing dates on book charging machine
_____taking new library card registrations
_____stamping date due cards
_____registering patrons for duplicate cards
_____counting, sorting, recording, and alphabetizing circulation daily
_____checking in books
_____checking out books with the Gaylord book charging system
_____computing and accepting fines for overdue materials
_____writing receipts
_____making change
_____using the NCR Electronic Cash Register
_____accepting Visa or Master Card cards from patrons who present them
_____writing delinquent borrower's slips for fines not paid when overdue material is returned
_____filing cards
_____handling replacements for worn cards, handling name changes and address changes
_____proofreading
_____replacing book jackets

_____taking 'reserves' for books
_____calling patrons about reserved books
_____accepting payment for lost books
_____assisting patrons with reporting books lost or claiming books returned
_____answering phone calls directed to the front desk by the secretary
_____giving directions to the card catalog and information desk
_____straightening shelves
_____reading shelves
_____shelving books
_____cleaning front desk area once weekly
_____putting out the flag daily, except in inclement weather; bring flag in at 5 p.m. or when weather changes during day.

Job Responsibilities: The library assistant must:

1. Have thorough job knowledge; know and follow procedures outlined in the circulation staff manual
2. Serve the public in a business-like manner
3. Know the proper care, use, and conservation of library materials and property
4. Give conscientious attention to the quality of job performance
5. Cover for breaks and other short periods of time in other departments when asked to do so
6. Other duties, as assigned

Physical Abilities: The library assistant must be capable of:

_____standing or walking for long periods of time
_____climbing and balancing to shelve books on high shelves
_____turning, reaching, lifting, stooping, and carrying
_____pushing carts loaded with books

Also required:

_____finger flexibility for looking through circulation files
_____good eyesight. Must be able to read typewritten letters and numbers for accuracy.

Worker Characteristics: The library assistant must have the ability to:

_____write clearly
_____show enthusiasm
_____be well-groomed
_____control emotions
_____use arithmetic
_____work accurately and conscientiously
_____show initiative
_____get along with people, both public and co-workers
_____concentrate amid distractions

_____remember names, faces, and details
_____make decisions
_____work steadily
_____work under pressure
_____examine and observe details
_____attend to many items at once

SAMPLE 8

Job Title: **Stack Supervisor**

Class Title: Senior Library Clerk

Reports To: Circulation Supervisor (Main Library)

Supervises: Circulation Aides

Location: Main Library

Summary: The Stack Supervisor directs the maintenance of public and closed-shelf cataloged book collections, trains and supervises Circulation Aids assigned to this function, and serves as deputy to the Circulation Supervisor.

Duties:

1. Supervises Circulation Aides (and volunteers) assigned to stack maintenance--50%
2. Performs circulation desk routines--15%
3. Surveys stack conditions; surveys stack space requirements and determines shifting required--12%
4. Prepares work performance reviews; counsels Aides; interviews applicants for positions--5%
5. Routes library materials--5%
6. Performs shelf maintenance work--4%
7. Surveys library materials for damage--3%
8. Conducts in-service training for Circulation Aides--2%
9. Receives instruction and training; attends staff meetings--1%
10. Prepares shelving and shelf reading schedules--1%
11. Reports on problem areas and recommends procedural changes--1%

SAMPLE 9

CIRCULATION AIDE

Class Title: Library Aide

Reports To: Circulation Supervisor/Stack Supervisor

Supervises: ________________

Location: Main Library

Summary: The Circulation Aide performs shelf maintenance work, charges library materials, and performs other job-related duties.

Duties:

1. Sorts and shelves books and other library materials--40%
2. Inspects borrowers' cards; key library card numbers into credifier; charges library materials on photocharger--30%
3. "Reads" shelves to ensure correct arrangement--7%
4. Performs materials handling of books, supplies, and equipment--5%
5. Performs job-related duties (such as stuffing and stamping envelopes, assembling brochures, erasing markings in books, cleaning plastic covers, and covering books with plastic)--5%
6. Picks up books and straightens furniture--3%
7. Removes library materials from autopage--3%
8. Receives instruction and training--2%
9. Searches shelves for requested library materials--1%
10. Shifts books and assists in special projects--1%
11. Date stamps transaction cards--1%
12. Performs general maintenance of the physical facility--1%
13. Reports on problem areas and makes recommendations--1%

Section 5: Pre-Employment Inquiry Guide

There are numerous laws and executive orders requiring equal employment opportunity and affirmative action. Under these laws, certain employment practices of employers, labor unions, employment agencies, and others may be considered illegal if such practices discriminate against persons because of race, sex, age, religion, color, ancestry, handicap, or arrest and court record.

In recent years, the amount of this equal opportunity legislation has grown rapidly, and its scope has been vastly expanded by recent court decisions and the interpretive guidelines issued by the various enforcing agencies, such as the EEOC. Because of these laws and court decisions, employers and others are compelled to take all precautions with the content of their employment application forms and the questions that are asked of the job applicants.

The entire subject of pre-employment inquiries and valid selection criteria is complex, with differing and sometimes contradictory interpretations by the courts, the EEOC, and local decisions about what is, in fact, lawful and unlawful. Several states have fair employment laws that are even more restrictive than the federal legislation referred to in the guide. Therefore, personnel professionals would be wise to consult with a knowledgeable attorney or other competent local authority before arriving at any firm conclusions as to what is and is not legally permissible.

According to federal EEOC legislation, the simple act of asking a question is not in itself illegal. However, the use of the information derived may be illegal, and/or the impact of that use may have a discriminatory effect on a protected group and, therefore, be judged illegal.

If any employer were to ask for certain information such as race, sex, age, marital status, number of children, etc., either on an application or in an interview, the employer would be greatly increasing the risk of having the EEOC investigate. The EEOC has stated that such inquiries alone may constitute evidence of discrimination and that such inquiries will be regarded with "extreme disfavor."

Depending upon the circumstances, the employer may be called upon to prove any or all of the following: 1) that some factor other than the information in question was used to eliminate the applicant; 2) that the information in question is a valid criterion and based on a legitimate business necessity; 3) that all applicants are requested to give the same information; and/or 4) that use of the information as a selection criterion will not have a disparate impact on any protected group. To prove this can be extremely difficult and can be a very costly task in terms of both time and money.

The best way to avoid this type of discrimination charge is simple. Do not ask for information prior to employment that is potentially prejudicial unless you are prepared to prove (in court if necessary) that a bona fide occupational qualification (BFOQ) is involved.

The legislation addressed in this guide is not intended to prohibit employers from obtaining sufficient job-related information about applicants as long as the questions do not elicit information which could be used for discriminatory purposes. Inquiries made by employers should be directly related to the applicant's ability to perform the job.

Equal employment legislation does not restrict the rights of employers to define the valid, job-related selection criteria necessary for satisfactory job performance. However, employers are required to judge all applicants for a particular position by the same criteria.

Religious Discrimination

It is difficult at best for personnel practitioners and almost impossible for other managers to keep up with the revolutionary changes occurring in EEOC legislation. There is no better exemplification of this volatility than in the area of religious discrimination.

Title VII requires an employer to accommodate religious observances and practices of its workers unless the accommodation causes the employer undue hardship or conflicts with the valid provisions of a contract. In Trans World Airlines vs. Hardison, the U.S. Supreme Court ruled that employers do not have to violate contractual seniority procedures or subject themselves to more than minimal costs to accommodate employees' religious beliefs. This decision was generally viewed as pro-employer and a setback for the EEOC's policy on protecting workers from religious discrimination.

In this decision the Supreme Court established some guidelines, but the lower courts are still wrestling with attempts to define "reasonable accommodation," "undue hardship," and "minimal cost." To help resolve the confusion that results from the inconsistent and sometimes conflicting lower court opinions, and to halt "the damage done by misinterpretation of and doubts created by the TWA vs. Hardison ruling," the EEOC has revised guidelines on religious accommodation for employees and unions.

According to the proposed guidelines the EEOC "will consider there to be prima facie evidence that the need for an accommodation influenced a decision to reject an applicant when "(a) prior to selection the employer elicits information which would determine an applicant's need for a religious accommodation; (b) this procedure is not justified by business necessity; and (c) the employer rejects a qualified applicant after the employer has determined the applicant's need for an accommodation."

The proposed EEOC guidelines prohibit questions concerning an applicant's availability until after selection has been made, except in limited and compelling circumstances. They will no doubt cause many employers to change their pre-employment questioning on the subjects of availability for work and possible time-off required for observing religious holidays.

Sexual Harassment

Another form of discrimination which has gained nationwide attention recently is sexual harassment. Only now are employers finding out what the term means, as it is just since 1988 and the decision in the case of Tomkins vs. Public Service Gas and Electric Company, that sexual harassment has been defined by the courts as a form of sexual discrimination under the Title VII of the Civil Rights Act.

Recently, the EEOC issued new guidelines which seek to eliminate sexual harassment in the workforce. This area of discrimination law promises to be one of the more volatile in the foreseeable future. A sampling of cases on the subject indicates that most charges of sexual harassment stem from acts committed or statements made by the employer after an employee has worked for some period of time as opposed to anything that occurred during a pre-employment interview.

In the increasingly complex, ever-changing field of EEOC, one thing is certain--that the impact of the proposed EEOC guidelines will be minor in comparison with some of the revolutionary changes that has taken place in the area of EEOC legislation during the 1980's. As a result of these changes, organizations will have to spend vast sums of money on training personnel in how to function within the legal environment of EEOC. Such tools as the pre-employment inquiry guide can aid efforts to insure equal employment opportunity while serving as a ready reference to help an employer avoid costly litigation by coming to terms with EEOC.

Pre-Employment Inquiry Guide

The following guide is not a complete definition of what can and cannot be asked of applicants. It is illustrative and attempts to answer the questions most frequently asked about equal opportunity law. It is hoped that in most cases the given rules, either directly or by analogy, will guide all personnel involved in the pre-employment processes of recruiting, interviewing, and selection. This guide pertains only to inquiries, advertisements, etc., directed to all applicants after the applicant is on the payroll provided such information is not used for any subsequent discrimination, as in upgrading or layoff.

These laws are not intended to prohibit employers from obtaining sufficient job-related information about applicants, as long as the questions do not elicit information which could be used for discriminatory purposes. Applicants should not be encouraged to volunteer potentially prejudicial information. The laws do not restrict the rights of employers to define qualifications necessary for satisfactory job performance, but require that the same standard of qualifications used for hiring be applied to all persons considered for employment.

It is recognized that the mere routine adherence to these laws will not accomplish the results intended by the courts and Congress. Employment discrimination can be eliminated only if the laws and regulations are followed in the spirit in which they were conceived.

Exit Interviews

Although exit interviews of departing employees can provide valuable management information, few libraries conduct an exit interview with written records detailing the reasons for termination. From the exit interview you can learn ways to improve both the original hiring process and the overall working environment.

An exit interview should have clearly stated, precise goals. To receive candid and open answers to questions, the employee must be assured that their comments will be treated confidentially, that the information will be used in the review of library policies and practices, and that changes will be made when clearly necessary. Some of the procedural guidelines to be considered are:

* Try to establish rapport.

* Discuss the purpose of the exit interview.

* Focus on the characteristics of the position as opposed to personalities including a discussion of duties, workload, recognition, appreciation, involvement and feeling about training.

* Discuss the reasons for leaving. Be concise and clear when communicating this information to "canned" employees. With these employees, if it becomes apparent that an interview cannot be conducted in a reasonable, adult or professional manner, minimize or eliminate the interview.

* Discuss the possibility of revising the position -- the "making it better for the next employee" approach -- and ask concluding wrap-up questions.

* Let the employee do the talking. If the employee seems reluctant to talk or has trouble getting started, have them describe their day at the library.

Certainly friendly separations provide the best opportunities to learn what is happening or not happening in the department. These friendly departures include: return to graduate school, transfer of a spouse to another area, birth of a child, or retirement. Exit interviews with these people can provide real insight about the library and its staff.

In conclusion, to get the most from exit interview, it is important to keep three things in mind: the goals of the interview, issues surrounding turnover decisions, and the process of the interview itself.

Once you begin to collect accurate information about the real reasons for employee turnover, you will be able to draw accurate and appropriate conclusions with respect to future policies and practices.

SAMPLE FORM 1

TERMINATION REPORT

Last Name________________ First _______________ Middle Initial______

Department __________________ Termination Effective Date __________

____

Social Security Number_______________________ Clock Number____________

Type Separation (Check One)   Mail Pay? Yes No

Resignation (attach letter of resignation)
Mutual Agreement
Dismissal
Other ______________________

Reason for Separation: Absenteeism/Lateness Family Health
Changing Job Incompetence
Reduction in Force
Other ____________________________
____

Employee Evaluation (check appropriate boxes)

	Unsatisfactory	Fair	Satisfactory	Good	Excellent
Attendance					
Cooperation					
Initiative					
Job Knowledge					
Quality of Work					

Recommendation: Without Reservation With Some Reservation Would Not Recommend

Rehire? Yes No

Additional Comments:

Signed ____Date______________

FOR OFFICE USE ONLY

Benefits Cancelled:

Life ____ Hospital ____ Other ____ Personnel Approval ____ Date____

GUIDELINES: PAGE # 156

PERFORMANCE EVALUATION

a. Purpose of evaluation

    (1) Employee progress
    (2) Areas for improvement/further training
    (3) Right person for right job
    (4) Discern future leaders
    (5) Keep employee advised of performance

b. Persons evaluated

    (1) Regular staff
    (2) Hourly-rate staff
    (3) Temporary staff

c. Frequency of evaluation

d. By whom evaluated

    (1) Direct supervisor
    (2) Agency head
    (3) Other

e. Type of evaluation

    (1) Formal
    (2) Informal
    (3) Written
    (4) Verbal

f. Internal processing of evaluation record

g. Appeal of evaluation

h. Unsatisfactory rating -- consequences

    (1) First unsatisfactory rating
    (2) Second unsatisfactory rating
    (3) Other
        (a) Loss of increment
        (b) Disciplinary action
        (c) Reassignment

i. Performance appraisal forms - See Pages 161-172 for examples.

SAMPLE 1

Periodic reports from supervisors on the work of staff members are essential to a just and intelligent personnel policy and to the placement of the individual in the position where the person can work with greatest benefit to the library and achieve personal satisfaction. In order to evaluate the abilities, performance, and potential of staff members, the head of each unit is required annually, not later than ____________________, to submit to the head librarian a service rating for each employee.

The evaluation report represents the formal record of an appraisal interview between each staff member and immediate supervisor about the quality of work performance. It is signed by the staff member and the supervisor. Signing by the employee does not indicate agreement, only an acknowledgement of the evaluation.

During the probationary employment of any staff member, a report is required after the first three months. Likewise, after a temporary or permanent promotion of an employee to a new position involving added or different responsibilities, reports are required twice during the first year in that position. In case an immediate supervisor finds serious fault with any staff member during the probationary time period, the department head or head librarian, as appropriate, discusses the matter frankly with the employee, who may be given further opportunity to improve or a chance in another assignment of similar grade when arrangements can be made.

Evaluation forms are provided for use by supervisors who should receive written and oral instructions in the importance of appraisal interviews and the need for objectivity and frankness. The need for written records is obvious for the protection of both the library and the individual.

Individual reports are kept in the personnel office in a private file but may be seen upon request by the person rated or by supervisors concerned.

Promotions, Transfers, Demotions, Tenure

When vacancies occur, it is the library's policy to evaluate for promotion or transfer candidates with the necessary qualifications who are on the staff. However, the library is also free to seek candidates from other sources in an effort to ensure that the vacancy is filled by the best qualified person available.

Whenever confidential information or time limitations do not prevent, announcements are made to the staff of pending vacancies. Requests for promotion or transfer to a vacancy, or to a particular type of position, may be made at any time by any member of the staff who is qualified for the position. Such a request should be submitted to the personnel officer in writing.

These reports provide an evaluation of the employee in qualities which are significant for the position in question.

Promotions are based upon evidence of satisfactory performance, service ratings, promise of future development, and educational, technical, and personal qualifications. Length of service, unaccompanied by increased efficiency and interest in the work, is a reason against, rather than in favor of, promotion. Seniority is a determining factor only when two or more candidates have equal qualifications. Promotions are provisional for at least one year, permanent appointment to the higher grade being dependent upon satisfactory service during this period.

If an appointee fails to meet the requirements of the position as evidenced by service ratings, the employee is returned to the former grade and salary after a provisional period of not more than two years. Such action does not prejudice future opportunities for promotion.

In case of a temporary vacancy, it is sometimes possible to place a staff member on an acting assignment and so to test fitness for promotion. Whenever practicable, this work is given to an employee who is being considered for advancement. A service rating is made on the performance in the temporary position and is filed in the personnel office. Temporary promotions carry with them a temporary advancement in salary.

While promotion implies an assignment to new duties involving increased responsibilities and carrying with it an increase in salary and a change in class of position, a transfer, on the other hand, is a shift of an employee to a position of the same grade in another unit, without an increase in salary.

Transfers are made whenever feasible or necessary to meet the needs of the library and the welfare of the staff. They are used: (1) as an aid in proper placement; (2) for in-service training; (3) to provide additional or wider experience; (4) to achieve more effective personnel utilization; and (5) as a means of equalizing promotional opportunities, i.e., movement from one unit or department where the rate of turnover is low to another which offers more possibilities to the employee.

If, for reasons of ill health, age, or other responsibilities, an employee is unable to fulfill the requirements of a position, and if circumstances permit, they may be transferred to a position of equal rank involving less strain or to part-time employment.

Promotions and transfers are discussed in advance with staff members concerned, in order to explain reasons for the moves and, whenever possible, to give consideration to employees' wishes.

If an employee fails to fulfill the duties and responsibilities of the position, the employee may be placed in a lower-grade position. An assignment in a lower grade carries with it compensation within that grade of service. Previous warning and opportunity to improve performance shall have been given.

Appointment to a position in the library carries with it a guarantee of the principles of tenure and intellectual freedom, as defined by the American Library Association in its statements, "Tenure in Libraries" and "Resolution on Loyalty Programs".

Following the satisfactory completion of the probationary period, a staff member, unless appointed on a temporary basis, is assured of continuous and permanent tenure as long as duties are performed competently and in accordance with the general policy outlined by the governing body. If necessity for dismissal arises, the employee shall be given the option of a hearing after given due and ample notice.

SAMPLE 2

Performance Evaluation Policy

The library has instituted a policy of written evaluations so that both supervisor and employee can have an opportunity to review together the duties of the position and the degree to which these duties are being satisfactorily or extraordinarily performed. It is at this time that the employee should feel free to express personal thoughts as to possible improvements concerning the work and work environment. The evaluation should give praise as well as constructive criticism and should be viewed as an opportunity for a friendly exchange of thoughts and ideas.

The first evaluation will be held at the end of the probationary period to determine the suitability of the new employee to the position. The annual evaluation, given at the time of the employee's anniversary date, will provide the supervisor with the opportunity to reward the employee for good work by recommending that the employee be advanced to the next step on the salary schedule or when conditions warrant advance to a higher classification on the salary schedule. In the case of mediocre work, the supervisor should recommend that the employee not receive a step increase. In the case of poor work, dismissal should be recommended.

Should the employee and supervisor be unable to agree on a point, the evaluation form provides a space for the employee to enter an opinion. Should there be a major disagreement concerning the evaluation, the employee may request arbitration. The supervisor is obliged to enter this request upon the evaluation form, said arbitration with the Director or Library Board, whichever appropriate, taking place within 10 days of the evaluation. The decision of arbitration is final.

The employee will be on probation:

1). When first employed or rehired by the library
2). Having accepted a new position within the library system

The probationary period will be a period between three and six months.

Part-time employees, other than pages, will be evaluated in the same manner as full-time employees. However, salary increments will be adjusted to reflect the ration of the number of part-time hours worked to the standard 40 hour work week.

SAMPLE 3

Performance Evaluation

The work performance of all employees is rated by the immediate supervisor by means of an Employee Evaluation Report. After the employee has read the report and it has been signed by both employee and supervisor, it is submitted to the Personnel Officer. Such ratings occur:

1. Three months after the appointment of a new employee
2. One year after the appointment of a new employee and each year thereafter
3. Three months after an employee has been reassigned or promoted to a new department or branch
4. At the time of termination
5. Whenever requested by the personnel officer

These reports are kept on file in the Personnel Office and are accessible to the head librarian.

Promotions

Promotions in position are based upon evidence of satisfactory performance, personnel ratings, promise of future development, professional attitude, and educational qualification. Length of service is not in itself a reason for promotion, unless upgrading the salary classification system. Staff members who have exhibited ability and demonstrated sound professional judgment in their work assignment are likely to make the greatest contribution to the library's progress and will be advanced to positions of greater responsibility.

Promotions are provisional for a period of one year after appointment. If an appointee fails to perform satisfactorily in the position to which they have been promoted, they are so notified in writing and after an appropriate period of time in which there is opportunity to improve, they will be reassigned to their former grade.

SAMPLE 4

Disciplinary Actions and Procedures

In order that all employees will be aware of the disciplinary procedures used in this agency, the following is an explanation of the four steps of progressive discipline. The intent of disciplinary action is not to embarrass employees, but to correct problems that an individual is having. The final three steps listed below, are taken from Merit System Rules as printed, but adapted to include the title of local appointing authority.

STEP 1) Verbal Reprimand - is an informal measure used by the supervisor in situations involving disciplinary problems. It is a moderate warning issued to an employee verbally, and should include a discussion of solutions that will help the employee improve their performance. A record of such a warning will be made by the supervisor. A verbal reprimand, in and of itself, is not an appealable penalization and is not a basis for appeal.

STEP 2) Written Reprimand - The head librarian may give an employee a written reprimand as a preliminary disciplinary measure. A copy of the written reprimand shall be placed in the employee's personnel file in the agency and a copy shall be given to the employee. The employee shall be given the opportunity to reply in writing to the written reprimand and to include this reply in their personnel file with the written reprimand. The employee shall be informed of the right to reply at the time the written reprimand is given. A written reprimand, in and of itself, is not an appealable penalization and is not a basis for appeal.

STEP 3) Suspension - The head librarian, upon written notice stating the reasons therefor, a copy of which shall be sent to the Director, may suspend an employee without pay or other compensation as punishment for disciplinary cause. In the case of a employee with status, such reasons shall be specific as to the statutory and/or rule violation, the time, place, and persons by name involved in the alleged violation, and a specific description of the alleged unlawful activity. Such a suspension shall not exceed thirty working days during any twelve month period. The twelve month period begins with the first day of the suspension. An employee with status may appeal suspension as set forth in the libraries grievance procedure (discussed in other sections.)

OR

Disciplinary Fine - The head librarian may impose, as a disciplinary measure, a fine of not more than ten days pay, to be computed on the basis of the employee's current salary. Disciplinary fines may not exceed ten days pay for each occurrence, and may not exceed a total of thirty days pay in any twelve month period. The twelve month period begins with the first day of the disciplinary fine. The employee shall be notified in writing by the appointing authority of the reasons for the action, a copy of which shall be with status, such reasons shall be specific as to the statutory and/or rule violation, the time, place, and persons by name involved in the alleged violation, and a specific description of the alleged unlawful activity. An employee with status may appeal the action in accordance with the provisions of the library's grievance procedures (discussed in the other sections).

STEP 4) Dismissals - The head librarian may remove any employee with status only for cause after furnishing the employee and the Board of Trustees with a written statement of the specific reasons for dismissal. Such reasons shall be specific as to the statutory and/or rule violation, the time, place, and persons by name involved in the alleged violation, and a specific description of the alleged unlawful activity. Notifications of dismissal that do not properly specify the reasons shall be considered invalid and the employee shall remain on the payroll until such time as proper charges are effected.

Notifications of dismissal shall inform the employee that they have ten working days, not including the date the notice is received, to reply thereto in writing, or upon request, to appear personally with counsel and reply to the appointing authority or deputy.

An employee with status may appeal dismissal as set forth in libraries grievance procedures (discussed in other sections.)

A dismissed employee may be required to forfeit all accrued leave.

Any employee who has been dismissed for cause or who has resigned while charges for dismissal for cause were pending and who seeks further employment in the state shall not be certified until an application to review the dismissal has been completed or the agency from which separated requests such certification.

Any questions on these procedures, should be discussed with a supervisor, or the personnel officer.

PERFORMANCE APPRAISAL

Introduction

Performance appraisal is an integral part of supervision and should be used as a means toward the realization of organizational goals.

Performance appraisal fosters the accomplishment of these goals in three principal ways:

1) human resources within the library are inventoried for utilization and development;

2) communication is stimulated;

3) individual employees are motivated to improve their performance and to work toward organizational goals.

Organizational improvement can best be attained through cooperation and a mutual understanding and acceptance of those goals between the employee and the supervisor. The need for employee involvement at all stages of the appraisal process is vital and must be made an integral part of the program. Any program of performance appraisal may be deemed successful if it has contributed to:

A mutual understanding between the supervisor and employee of the employee's responsibilities; objective assessment of an employee's past contributions, and an open and constructive discussion of future performance goals.

An effective program of performance appraisal should include the following features:

I. Bases for Performance Appraisal

A. Position Description: The functions and tasks which comprise the duties of a position should be clearly set out by the supervisor. These duties should be discussed with the employee to achieve a clear understanding and should be written in a position description. In addition to the tasks to be performed, a position description may include the qualifications required to perform the listed tasks, working conditions or environment, required tools and equipment, and relationship to other jobs. Focusing the appraisal of performance on tasks delineated within the position description contributes to objectivity on the part of the supervisor and the employee.

B. Performance Standards: It is necessary for each employee to be aware of the level of proficiency which is required in the various elements of a position. There should be no surprises at the performance appraisal interview. The specific areas of performance to be scrutinized should be made clear to the employee at the time of the previous appraisal or, in the case of a new employee, at the time of hiring. A performance standard should be developed for each job responsibility and should be specific enough that the supervisor and employee can determine and agree on whether or not it has been achieved.

C. Goals and Objectives: Setting individual goals and objectives, based on library-wide goals and objectives, assists in the planning function of performance appraisal. It also provides an additional objective measure of performance for the preceding appraisal period. Employees should assist in the formulation of goals and objectives for their specific areas which will help move the organization as a whole toward its stated goals. Further, there is need for establishing the role the employee will play in the measurement of progress toward these goals. At this point there should be frank discussion between the employee and the supervisor about staff development activities which might be needed to aid the employee in realizing position objectives. The supervisor should develop or secure such staff development resources for the employee concerned. The goals and objectives to which the supervisor and employee agreed at the previous appraisal should be attached to each appraisal.

II. Responsibilities of the Supervisor

A. Priority: A supervisor should assign performance appraisal a high priority, reflecting the importance of the process to the development and fulfillment of the goals of both the individual and the organization.

B. Objectivity: A supervisor is responsible for objectively assessing the performance of an employee based on the duties documented in the current position description, on comprehensive performance standards developed by the library and on the goals and objectives on which the supervisor and employee agreed during the previous appraisal.

C. Change: Change during the year will require the supervisor to review with the employee the basis for performance appraisal.

D. Timeliness: A supervisor should keep the employee informed of the quality of performance throughout the year. A formal appraisal should be conducted at least once each year for each employee.

E. Resources: The Library should provide resources and training to insure that the supervisor has the coaching and counseling skills necessary to competently appraise the employee's performance as well as the resources and training to enable the employee to accomplish the performance goals mutually agreed upon for their position.

III. Participation of the Employee

The employee should take an active role in the appraisal of personal performance. Through involvement from the outset of the process with writing or updating the position description and working with the supervisor in the formulation of goals and objectives, each employee should be encouraged to do some self-evaluation in advance of the formal appraisal. With this done, the employee may bring self-appraisal to merge with the supervisor's during the appraisal interview. The employee should then be given an opportunity to respond to the written appraisal after a reasonable period of time in which to read and consider it.

IV. Staff Development Input

The setting of goals and objectives and the development of performance standards provide an opportunity for supervisors and employees to consider the staff development activities which will help employees realize these goals. Performance appraisals should specifically request this input.

V. Procedures

A. Scheduling: Employees should receive frequent and timely feedback, perhaps on a daily basis if appropriate, from the supervisor concerning the quality of their performance. Comments to reinforce positive performance and suggestions to rectify performance problems should be associated directly and immediately with the performance at issue. Informal performance feedback should be supplemented by a regular schedule of formal performance appraisals. Formal appraisal insures that at least once each year there will be an in depth discussion between the employee and supervisor of goals and output.

B. Conference: One of the most critical elements of an effective performance appraisal program is the face-to-face conference between employee and supervisor to accomplish the appraisal. This conference may be structured in a variety of ways. However, the structure of the conference is not so important as attaining the desired results--appraisal of the employee's contribution toward the organizational goals through past performance, employee motivation, and improved communication.

Two major variations in conference format are: 1) discussion between supervisor and employee after the evaluation has been written, or 2) discussion of the employee's performance before the supervisor has written the appraisal. The latter is seen by some to foster dialogue and spontaneity. In this case, neither party speaks from a prepared script (i.e., a written performance appraisal.) In this approach when the supervisor's review of the employee's performance is not yet recorded, the employee should be encouraged to do some careful self-evaluation and perhaps to speak first about personal performance during the appraisal period. Whatever format is chosen for the conference, it is essential that it be conducted in a relaxed, quiet, and private atmosphere. Supervisors should experiment with and, perhaps, occasionally change conference format. The formal appraisal document resulting from the conference (the form of which should be carefully developed and used consistently within the organization) should be signed by both supervisor and employee indicating that they both reviewed the completed appraisal.

C. Review: The completed appraisal should be reviewed by appropriate department heads and administrators to insure that this level of management is aware of the performance levels and the development needs of the staff.

D. Record of Appraisal: Both the employee and supervisor should have access to the completed appraisal document. This encourages them to consult the statement of goals and objectives periodically to be sure that progress is being made toward meeting them.

E. Confidentiality: Performance appraisals are confidential documents. Each library should develop its own policy concerning the confidentiality of personnel files within the context of local policies.

In conclusion, while the performance appraisal program is partially retrospective in nature, it is primarily forward looking in terms of continuing development of an employee's current and potential contributions toward achieving the organization's goals. The appraisal also serves to plan strategically for desired performance during the year ahead. The supervisor and employee should identify potential barriers to growth and establish realistic plans to help remove those barriers.

Performance appraisal is not an easy process, but it is essential that libraries invest the time, thought, and effort necessary to make the process work. The results are worth it--motivated employees, whose talents the organization identifies, utilizes, and develops; and, most importantly, employees who are committed to that standard of excellence which the public deserves.

F. Guidelines for Formulating Individual Performance Goals

While the way in which individual goals are formulated and used will vary according to local circumstances, there are some general guidelines which have proven useful to many organizations:

1. A system of this sort will be most effective if it is formally operated throughout the organization and has the support of top management as an

important element of its managerial program. This commitment will ensure organization-wide coordination. Even more important, it creates a process which is more than a mere exercise. It indicates top management's recognition that the staff wants the organization to perform and wants to contribute to that performance.

2. All staff must understand that the purposes of the program are individual and organizational development, and not the application of rewards and punishments, which are handled separately.

3. Individual goals should relate directly to unit goals and should be designed to lead to their achievement. This prevents individual performance goals from developing in a vacuum and from being irrelevant to the organization's needs, whether or not they are personally satisfying.

4. The staff should play an active role in developing their own performance goals. It seems clear that the persons most familiar with the opportunities and constraints inherent in any job will have much to contribute to its definition. While the goal-setting process will in most instances require negotiation between the employee and the supervisor, the result should be a set of goals acceptable to both, supportive of the unit's goals, and reflective of both the needs and constraints facing the individual. In any case, objectives handed down unilaterally by a supervisor are less likely to be actively supported.

5. The individual performance goals should be quantifiable whenever possible. This is more feasible in production-oriented units; however, an attempt should be made to develop measurable outputs or performance standards in all units. Possible quantifiable elements include quantity, such as number of items cataloged within a period; time, such as time required to move materials through a particular process; and cost, such as unit cost for fulfilling an interlibrary loan request. On the other hand, it seems clear that virtually all library goals will require some degree of qualitative evaluation, and that human judgments will of necessity remain an important part of the review process. The basis for these judgments, however, must be specified and understood by both supervisors and staff.

6. The role of the supervisor in a process of this sort is critical. The supervisor should confer with staff in the formulation of realistic yet challenging goals, should review progress toward goals on a frequent, regular basis with each staff member, should identify strengths and

weaknesses among the staff, and should prescribe the necessary available training or developmental activities for the staff.

7. The organization has a commitment to develop its staff as required to fulfill both organizational and individual needs. While again there is both a practical and subjective limit as to how far an organization can go in providing staff development activities, it must be willing to expend some resources to develop the skills necessary to carry out its objectives. Supervisory training has been identified as a particularly important need; other training programs might develop such skills as foreign languages or computer programming. This element can be a major part of a library staff development program--one that is responsive to organization needs and supportive of individual growth.

8. There should be an explicit recognition that goals are fluid and will and should change over a period of time. The changes might reflect shifts in the environment such as increased utilization of automation or decreased financial support, or they might reflect changed priorities of the library resulting from new user demands. They might even reflect the realization that a particular goal is unattainable. There is, then, the need to review periodically the goals themselves, in addition to the individual's progress toward achieving them.

SAMPLES OF EVALUATION FORMS

EMPLOYEE EVALUATION FORM

Name: ______________________ Date: ______________________

Department: ______________________ Job Title: ______________________

Purposes of this Employee Evaluation:

To take a personal inventory, to pin-point weaknesses and strengths and to outline and agree upon a practical improvement program. Periodically conducted, these Evaluations will provide a history of development and progress.

Instructions:

Listed below are a number of traits, abilities and characteristics that are important for success in business. Place an "X" mark on each rating scale, over the descriptive phrase which most nearly describes the person being rated. (If this form is being used for self-evaluation, you will be describing yourself.)

Carefully evaluate each of the qualities separately.

Two common mistakes in rating are: (1) A tendency to rate nearly everyone as "average" on every trait instead of being more critical in judgement. The rate should use the ends of the scale as well as the middle, and (2) The "Halo Effect," i.e., a tendency to rate the same individual "excellent" on every trait or "poor" on every trait based on the overall picture one has of the person being-rated. However, each person has strong points and weak points and these should be indicated on the rating scale.

ACCURACY in the correctness of work duties performed.

Makes frequent errors.	Careless; makes recurrent errors.	Usually accurate; makes average number of mistakes.	Requires little supervision; is exact and precise most of the time.	Requires absolute minimum of supervision; is almost always accurate.

ALERTNESS is the ability to grasp instructions, to meet changing conditions and to solve novel or problem situations.

Slow to "catch on."	Requires more than average instructions and explanations.	Grasps instructions with average ability.	Usually quick to understand and learn.	Exceptionally keen and alert.

CREATIVITY is talent for having new ideas, for finding new and better ways of doing things and for being imaginative.

Rarely has a new idea; is unimaginative.	Occasionally comes up with a new idea.	Has average imagination; has reasonable number of new ideas.	Frequently suggests new ways of doing things; is very imaginative.	Continually seeks new and better ways of doing things; is extremely imaginative.

DEPENDABILITY is the ability to do required jobs well with a minimum of supervision.

Requires close supervision; is unreliable	Sometimes requires prompting.	Usually takes care of necessary tasks and completes with reasonable promptness.	Requires little supervision; is reliable.	Requires absolute minimum supervision.

DRIVE is the desire to attain goals, to achieve.

Has poorly defined goals and acts without purpose; puts forth practically no effort.	Sets goals too low; puts forth little effort to achieve.	Has average goals and usually puts forth effort to reach these.	Strives hard; has high desire to achieve.	Sets high goals and strives incessantly to reach these.

JOB KNOWLEDGE is the information concerning work duties which an individual should know for a satisfactory job performance.

Poorly informed about work duties.	Lacks knowledge of some phases of work.	Moderately informed; can answer most common questions.	Understands all phases of work.	Has complete mastery of all phases of job.

QUANTITY OF WORK is the amount of work an individual does in a work day.

Does not meet minimum requirements.	Does just enough to get by.	Volume of work is satisfactory.	Very industrious; does more than required.	Superior work production record.

STABILITY is the ability to withstand pressure and to remain calm in crisis in situations.

Goes to "pieces" under pressure; is "jumpy" and nervous.	Occassionally "blows up" under pressure; is easily irritated.	Has average tolerance for crises, usually remains calm.	Tolerates most pressure; likes crises more than the average person.	Thrives under pressure; really enjoys solving crises.

COURTESY is the polite attention an individual gives other people.

Blunt; discourteous; antagonistic.	Sometimes tactless.	Agreeable and pleasant.	Always very polite and willing to help.	Inspiring to others in being courteous and very pleasant.

FRIENDLINESS is the sociability and warmth which an individual imparts in attitude toward customers, other employees, supervisors and the persons they may supervise.

Very distant and aloof.	Approachable; friendly once known by others	Warm; friendly; sociable.	Very sociable and out-going.	Extremely sociable; excellent at establishing good will.

PERSONALITY is an individual's behavior characteristics or personal suitability for the job.

Personality unsatisfactory for this job.	Personality questionable for this job.	Personality satisfactory for this job.	Very desirable personality for this job.	Outstanding personality for this job.

PERSONAL APPEARANCE is the personal impression an individual makes on others. (Consider cleanliness, grooming, neatness and appropriateness of dress on the job.)

Very untidy; poor taste in dress.	Sometimes untidy and careless about personal appearance.	Generally neat and clean; satisfactory personal appearance.	Careful about personal appearance; good taste in dress.	Unusually well groomed; very neat; excellent taste in dress.

PHYSICAL FITNESS is the ability to work consistently and with only moderate fatigue. (Consider physical alertness and energy.)

Tires easily; is weak and frail.	Frequently tires and is slow.	Meets physical and energy job requirements.	Energetic; seldom tires.	Excellent health; no fatigue.

ATTENDANCE is faithfulness in coming to work daily and conforming to work hours.

Often absent without good excuse and/or frequently reports for work late.	Lax in attendance and/or reporting for work on time.	Usually present and on time.	Very prompt; regular in attendance.	Always regular and prompt; volunteers for overtime when needed.

HOUSEKEEPING is the orderliness and cleanliness in which an individual keeps a work area.

Disorderly or untidy.	Some tendency to be careless and untidy.	Ordinarily keeps work area fairly neat.	Quite conscientious about neatness and cleanliness.	Unusually neat, clean, and orderly.

OVERALL EVALUATION in comparison with other employees with the same length of service on this job:

Definitely unsatisfactory.	Substandard but making progress.	Doing an average job.	Definately above average.	Outstanding.

COMMENTS

Major weak points are--

1. ____________________
2. ____________________
3. ____________________

and these can be strengthened by doing the following:

Major strong points are--

1. ____________________
2. ____________________
3. ____________________

and these can be used more effectively by doing the following:

Rated by ____________________ (Name) ____________________ (Title)

(If not used as a self evaluation form, the employee should sign below)

A copy of this Report has been given to me and has been discussed with me.

____________________ (Employee's Signature) ____________________ (Date)

EMPLOYEE EVALUATION

Name of employee ______________________________ Date ____________________

	Exceptional	Competent	Needs Improvement	Not Satisfactory
1. Quantity of work				
amount of work				
completed on schedule				
2. Quality of work				
accuracy				
neatness				
follows instructions				
(where applicable):				
reader's advisory skills				
reference skills				
technical skills				
3. Work habits				
punctuality				
good use of work time				
reliability/conscientiousness				
4. Personal relations				
getting along with co-workers				
meeting and handling the public				
telephone manners				
personal appearance				

	Exceptional	Competent	Needs Improvement	Not Satisfactory
5. Adaptability				
willingness to take responsibility				
performance in new or unusual situations				
initiative				
problem-solving				
6. Other				

7. Comments/Goals and objectives for the coming year.

Personnel Evaluation Report

Name ____________ Position ____________ Date ____________

From ____________ To ____________ Supervisor ____________ Agency ____________

Under the following general characteristics, the supervisor is to check one of the five traits which most aptly describes the employee being rated. It is understood that there may be abilities, characteristices or failings not listed. Please use a separate sheet to indicate these or to further interpret those checked. Where the employee is not in the position to demonstrate certain qualities, e.g. administrative ability, simply check "No opportunity to observe".

**Supervisor ____________ (signature) Date ____________

Reviewed with employee ____________ (employee signatuare) Date ____________

Administration Officer's Review ____________ (signature) Date ____________

Personnel Officer's Review ____________ (signature) Date ____________

**The supervisor preparing the evaluation report must discuss the performance with the employee. The employee being evaluated must sign the report to indicate that the report has been discussed.

1. ACCURACY (Freedom from mistakes)	Exceptional	Very few errors. Maintains high standards	Steady, careful. Work usually acceptable	Frequent errors.	Very many errors Work must always be followed up	*
2. MEMORY (Retention of facts)	Exceptionally retentive	Well trained memory, Remembers important items	Endeavors to have the facts in mind	Fitful memory	Habitually forgetful	*
3. THOROUGHNESS (Perserverance, following through to completion)	Meticulous in checking. Always sees things through	Usually thorough Sometimes skips details under pressure	Moderately careful. Inclined to take too many shortcuts	Superficial. Does not follow through if difficulties arise	Does not complete assignments satisfactorily	*
4. PUNCTUALITY (On duty promptly)	Always ready for duty promptly	Always on time	Usually on time	Frequently late but tries to correct habit	Usually late. Indifferent to reproof	*
5. ORGANIZATION OF WORK (Analyzes and systematizes both method and time schedule for work)	Analyzes and organizes work readily, clearly & intelligently	Organizes work satisfactorily	Shows some ability for organization	Has difficulty in organizing work	Work must be organized for them	*
6. ABILITY TO FOLLOW INSTRUCTIONS	Comprehends quickly. Carries out instructions minutely	Adequate comprehension. Follows directions carefully	Carries out instructions	Repeated instructions necessary to complete task	Often misinterprets and fails to perform work as requested	*
7. QUANTITY OF WORK (Amount accomplished)	Exceptionally fast worker	Rapid worker usually ahead of schedule	Accomplishes assigned tasks	Does just enough to get by	Quantity of work unacceptable	*
8. JUDGMENT	Sound, mature judgment. Makes decisions readily	Good judgement on majority of problems	Thinks slowly but makes tenable decisions	Indecisive. Disregards important facts	Makes snap decisions	*

*No opportunity to observe

Comments:

9. APPEARANCE (Cleanliness, neatness, taste in dress)	Exceptionally pleasing. Shows discriminating taste	Always well groomed	Neat. Not particularly interested in appearance	Inclined to be careless of appearance	Slovenly	*
10. HEALTH (Vitality, energy, power of endurance)	Abundant energy well applied. Stands up under pressure	Rarely ill Strong endurance	Fair. Work not affected adversely	Lacks stamina	Health a serious handicap to work	*
11. MANNERS	Has charm. Is sincerely gracious and always considerate	Is courteous and tactful	Usually polite	Inclined to be brusque	Inconsiderate Ill bred	*
12. SELF-CONFIDENCE (Assurance as opposed to timidity)	Assured but not arrogant	Self-confident	Moderately confident. Rarely shows discouragement	1. Underestimates own ability or 2. Inclined to be overconfident	1. Timid or 2. Arrogant	*
13. POISE (Emotional self-control)	Always master of self in any situation	Well balanced	Self-controlled under ordinary circumstances	Easily upset	Ill at ease	*
14. DISPOSITION (Natural or prevailing temper of mind)	Always cheerful	Even tempered	Usually pleasant	Unpredictable	Irritable	*
15. RELATIONS WITH FELLOW WORKERS (Friendliness)	A leader. Sought by others	Generally well liked. Friendly	Liked by associates	Tolerated by others	Avoided. Arouses antagonism	*
16. INITIATIVE (Ability to think creatively and effectively)	Brilliant and creative mind	Has imagination. Devises new schemes & methods	Resourceful to a limited extent	Rarely makes suggestions	A plodder. Needs direction	*

GUIDELINES: PAGE # 178

*No opportunity to observe

17. ADAPTABILITY (Ability to accept other ideas and methods of work)	Exceptionally open-minded. Eager to test ideas of others	Receptive to new ideas	Slow to accept new ideas	Satisfied with status quo	Rejects new methods	*
18. ALERTNESS (Sees things to be done and does them)	Keenly perceptive	Watches for opportunities beyond the line of duty	Sees the more obvious tasks	Seldom sees beyond routine	Dull. Cannot see beyond routine	*
19. AMBITION	Systematically prepares for more advanced work	Puts forth an effort to improve and learn	Normally ambitious	Little ambition Hoping for a lucky break	Satisfied. Interested only in getting by	*
20. CO-OPERATIVENESS (Ability to do team work)	Actively helpful	Good teamworker. Usually ready to co-operate	Works well with people they like	Prefers to work alone	Cannot work with others	*
21. ATTITUDE TOWARD CRITICISM	Seeks constructive criticism. Profits by it	Welcomes criticism and acts upon it	Generaly accepts criticism	Can always find an alibi	Resents criticism	*
22. LOYALTY (Regard for best interests of institution and those connected with it)	Unquestionably loyal. Contributes much to esprit de corps	Supports policies and methods of institution	Apparently loyal No positive contribution	Loyalty questionable	Disloyal	*

*No opportunity to observe

Comments:

23. PROFESSIONAL ACTIVITIES (Interest in library and allied organizations)	Enters into professional activities with enthusiasm & genuine interest	Interested member of professional groups	Joins organizations. Has had little opportunity to be active	Slight interest in professional groups	Not interested	*
24. RELATIONS WITH LIBRARY PUBLIC 1. (Approachability, desire to assist) 2. (Ability to put self in place of patron	Enthusiastic. Sought by readers	Easily approached and responsive	Does not proffer help but gives it willingly on request	Indifference apparent to public	Public repelled	*
25. READING HABITS (Reads and knows contents of books)	An omnivorous reader. Broad knowledge & interests. Critical ability	Reads widely and intelligently	Knows books in current demand. Reads reviews	Reads little. Does not know books	Does not read books	*
26. APPLICATION OF BOOK KNOWLEDGE (Ability to fit books to reader)	Readily combines judgment of people and knowledge of books to meet readers' needs	Selects books successfully. Pleases patrons	Can suggest suitable but not always best book for reader	Is at a loss with any but simple needs	Discourages readers by selecting unsuitable books	*
27. AWARENESS OF COMMUNITY (Ability to analyse the possibilities of library service to the particular community)	Measures accurately community needs and interests	Interested in library service to the community	Willing to consider the obvious community interests and needs	Knows little about people of community or their interests	Unconscious of importance of considering the community	*

*No opportunity to observe

Comments:

28. LEADERSHIP (Ability to stimulate)	Exceptional and inspiring leadership	A good leader. Thoroughly respected	Able to learn. Does not inspire	Has little influence on others	Ineffective	*
29. JUDGMENT OF PERSONNEL (Analyzing and estimating abilities of staff)	Has extraordinary ability to see merits and deficiencies in people	Makes sound decisions and is ready to correct misjudgments	Fairly good judge	Likely to misjudge obvious characteristics	Judgement not to trusted	*
30. FAIRNESS TO SUBORDINATES	Exceptionally fair and square. Sympathetic understanding	Deals justly, impartially & firmly	Deals fairly in most cases	Sometimes unjust or partial	Plays favorites. Easily prejudiced	*
31. ABILITY TO DIRECT (Formulating and issuing commands)	Visualizes a line of procedure and gives explicit directions	Gives careful instructions with clear explanation	Usually gives adequate instructions	Directions often vague	Commands wholly inadequate	*
32. ABILITY TO TRAIN	Develops staff members to a high degree of efficiency	Achieves definite progress with each member	Occasionally develops good workers	Rarely develops staff	No training ability	*
33. SUPERVISORY ABILITY (Overseeing and guiding accomplishment)	Unusual ability to guide work of others and to detect and eliminate obstacles	Good supervisor. Keeps work running smoothly	Obtains adequate results from staff	Lack of perception and foresight hampers accomplishment	Hesitant & vague. Unable to see things through	*

*No opportunity to observe

Comments: Potential for Growth (Comment on strengths and weaknesses).

Do you recommend that the employee be retained in present position, transferred, discharged?

Signature of Supervisor

ORIENTATION OF THE NEW LIBRARY EMPLOYEE

The orientation or induction of the new staff member will build good will between the new worker and the supervisor and between the new worker and the library. It will provide a source for correct facts rather than reliance on hearsay or the grapevine for information. A proper orientation will avoid hurt feelings, grievances, and misunderstandings.

Large libraries with personnel departments have orientation plans for all new workers but small and medium sized libraries have been ignored in the quest for a good orientation program by the authors of library literature. I believe an orientation program tailored to each library should be constructed by the administrator and department heads in order to effectively help new library workers.

Because I feel the orientation of all staff members should be uniform and not haphazard, I have constructed a checklist to be used by administrators and department supervisors specifically for the use of the Hometown Public Library. With some additions or deletions it could be used by many other libraries.

NEW EMPLOYEE ORIENTATION CHECKLIST

For:__________ Date:______________

Department Supervisor: ______________

Administrator: ____________________

___ Application on file
___ Resume on file
___ Letter of Acceptance
___ Social Security Number
___ Internal Revenue forms
___ Local Government Retirement forms
___ Health/Hospitalization Insurance forms
___ Pay periods and computation explained
___ Sick leave explained
___ Vacation time explained
___ Retirement benefits explained
___ Short History of: Library
___ Board meeting times
___ Board members
___ Job Description
___ Schedules for next two to four weeks
___ Lunch hours
___ Location of locker and locker key
___ Location of staff room
___ Location of staff parking & assigned parking space
___ Tour of library
___ Introduction to staff
___ Employee has read Personnel Code

___ Location of time sheets for part-time staff
___ Location of schedules
___ Location of bookmobile schedules
___ Tour of department
___ Demonstration of copy machine
___ Demonstration of Reader-Printers
___ Demonstration of Computer system
___ Interlibrary loan procedure
___ Procedure for reserve books
___ Check-out procedures
___ Browsing area: periodicals, books, paperbacks, framed pictures, sculpture, puzzles, patterns, etc.
___ Audio collection file
___ Location of special collections: Mysteries, science fiction, westerns. S collection
___ Newspaper clipping file
___ Vertical file
___ Map collection
___ Genealogy collection

VOLUNTEERS[3]

PURPOSES OF A VOLUNTEER PROGRAM

Extend or expand library services

Enrich existing programs

Involve community to gain support for library service

Train potential employees

ACCEPTANCE OF ADMINISTRATION AND STAFF

Develop job descriptions with staff

Staff orientation meeting

Train volunteers and staff together where appropriate

Involve staff in volunteer training

CRITERIA FOR VOLUNTEER PROJECTS

Tasks must have significance

Promote better service

Supplement staff (NOT replace)

Relieve staff of non-professional tasks

Appropriate for volunteers

Yield satisfaction

METHODS & SOURCES OF VOLUNTEER RECRUITMENT

1. Use volunteer or library column in newspaper
2. Multi-media: television, radio, local cable television - use public service announcements
3. Utilize already established resources such as Volunteer Bureau
4. Word of mouth

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[3] Excerpted from: Policies and Procedures for the Public Library: A Sample Collection, 1985. Frankfort, KY: Kentucky Department for Libraries and Archives, 1985, pp. App-J4 - App-J23.

5. Speaking to organizations - service clubs, etc.
6. Distributing flyers
7. Place ads in school newspaper
8. Offer co-op credit through library science department
9. Utilize teen volunteers, especially during summers
10. Introduction of staff to program
11. Interchange with other agencies
12. Staff input
13. Involve volunteers in recruiting
14. Retired community members
15. Churches - place ad in church bulletins
16. Clubs - service clubs
17. Analyze community
18. Recruit in social situations
19. Recruit through library users
20. Form auxiliary
21. Community education
22. Corporations - put ad in company newsletter and on bulletin board
23. Young couples and old couples
24. Specific job descriptions
25. Laundromats
26. Speakers' bureau
27. Recruitment workshop
28. Have volunteers speak
29. Senior grants
30. Newcomers - Welcome Wagon

INTERVIEWING VOLUNTEERS

Patterns of employment experience

1. What responsibilities have you had in former paid jobs or volunteer jobs?
2. What other experiences do you bring to this position?
3. How would you describe your work habits?
4. What is the ideal job for you?
5. What were some of your likes and dislikes in former positions?
6. Why did you leave your last job?
7. How do you think you can help us?
8. What experience have you had in working with adults?

Motives for volunteering

1. Why did you choose this organization?
2. To what extent can you commit yourself at this time?
3. Why do you want to volunteer?
4. What are some of your short- and long-range goals? What are your educational goals?
5. What do you know about this organization?
6. Is there anything in particular that you want to learn while on this job?
7. What do you enjoy most about volunteering?
8. What do you enjoy least about volunteering?
9. What kinds of people do you most enjoy working with?
10. What kinds of people do you have difficulty working with?
11. What is it that attracts you to this particular area?
12. What do you hope to gain from it?

Setting the stage for the interview

	Guidelines	Pitfalls
1.	Choose a relaxed, comfortable environment which encourages a spirit of honesty and openness.	1. Avoid a busy environment where frequent interruptions cause and interviewee to feel nervous or distracted.
2.	Listen attentively while being mindful of the flow of conversation, emerging patterns of experience, nonverbal or body language.	2. Refrain from putting the interviewee on the defensive with insistent interrogation or patronizing questions.

Strategies for Questioning

Guidelines	Pitfalls
1. Ask open-ended questions which encourage narrative responses and thoughtful analysis. Try to ask questions in such a way that an interviewee feels that several options are available.	1. Avoid questions that demand only "Yes" or "No" answers or questions that put words into the interviewee's mouth.
2. Use probing questions to obtain clarification of issues.	2. Abstain from rude or brusque behavior in seeking further information.
The Interview Process	
1. Be prepared to explain the details of a particular assignment and the purposes of a program.	1. Avoid rushing through the interview.
2. Try to build rapport by showing understanding and consideration toward the interviewee.	2. Refrain from assuming a rigid, threatening, or overbearing stance.
3. Know what kind of information you are looking for, but be alert to securing additional information which might be of service to a program.	3. Avoid having either no plan or an inflexible one.

RIGHTS

A volunteer has the following rights:

- to be treated as a co-worker
- to be given a suitable assignment
- to know as much about the organization as possible
- to receive training for the job
- to have regular evaluation of their volunteer performance
- to be given sound guidance and direction
- to be given promotion and a variety of experience
- to be heard
- to be recognized
- to receive enabling funds when needed

RESPONSIBILITIES

A volunteer has the following responsibilities:

- * to be sincere in the offer of service and believe in the value of the job to be done
- * loyalty to the community service they work with
- * to maintain the dignity and integrity of the community service with the public
- * to carry out duties promptly and reliably
- * to accept the guidance and decisions of the coordinators of volunteers
- * to be willing to learn and participate in orientation, training programs, meetings, and to continue to learn on the job
- * to understand the function of the paid staff, maintain a smooth working relationship with them and stay within the bounds of volunteer responsibility

RESPONSIBILITIES AND AUTHORITY IN VOLUNTEER RELATIONSHIPS

The Organization and the Staff

Responsibility to volunteer:	Authority:
Use volunteers to extend services so more can be done within time and budget without displacing paid worker.	Decline acceptance of a prospect as a volunteer if the person seems unsuitable for the assignment envisioned.
Assign a coordinator of volunteers to serve as liaison with volunteer center, volunteers and organization staff.	Know that the volunteer will fulfill the assignment as agreed upon or will notify staff sufficiently in advance if unable to complete it.
Prepare every staff member to accept and respect the volunteer as a co-worker.	Know that the volunteer will not go beyond their competencies and authority; that the volunteer and recipient will report problem situations they are unable to resolve.
Define volunteer jobs that are meaningful to the volunteer and commensurate with their abilities and that will allow the organization to provide clients with more personalized service and free the professional for a specialist role.	Know that the volunteer will inform staff of necessary professional and/or specialist service needed by recipient.
Be alert for assignments for volunteers with special needs; e.g., the homebound person or recipient of service who sees volunteering as paying their way.	Know that the volunteer will maintain confidentiality; will respect the recipient and treat them with dignity.
	Expect the volunteer to ask for a change in assignment if it is not meeting needs, is

Give the prospective volunteer the same careful placement attention as a paid employee, assign them a supervisor.

Make it possible for a volunteer to serve on a trial or probationary basis for a specific period.

too demanding or the volunteer feels someone else could accomplish more for and with the recipient.

Expect the volunteer to maintain an open line of communication with staff in order to benefit from their views and experience.

Responsibility to volunteer:

Outline realistically the time, skills and needs for carrying out proposed job; be sure not to undersell or oversell assignment to volunteer.

Provide orientation, training and refresher training to stimulate and increase volunteer's skills and to better meet the needs of the recipient.

Provide adequate, pleasant work space and clear instructions; if possible, have a place for volunteers to meet and visit.

Authority:

Expect stimulation and information from the volunteer and recipient to help maximize effectiveness and keep in touch with changing needs.

Release a volunteer who is unacceptable or whose skills do not fill a need in the organization

The Organization and the Staff

Responsibility to volunteer:

Let volunteer know where to place personal possessions, park car or locate public transportation.

Accept the volunteer as part of the team, including in training and staff meetings that pertain to volunteer work and list them for inter-office and outgoing mailings.

Establish and communicate clearly defined lines of

Authority:

supervision so volunteer knows to whom they are responsible, who has priority on their time.

Try to have reserve assignments a volunteer can carry out if immediate supervisor is not available or assigned job must be delayed.

Accept and trust volunteer with same respect accorded paid staff, sharing confidential information if pertinent to volunteer's work.

Help volunteer to know why they are asked to do a particular task.

Let the volunteer know how they and the recipient are progressing--how they may improve.

Encourage volunteer to offer ways of work or new approaches that might improve the organization's services.

Help new volunteers, particularly those of limited income and education, to feel accepted by others.

The Organization and the Staff

Responsibility to volunteer:	Authority:
Be willing to give up a volunteer if they are no longer performing a useful function or if an appropriate job is not currently open.	
Encourage the volunteer ready for new experiences or the poorly-placed volunteer to seek a new assignment within the organization or refer to the volunteer center for reassignment; apprise center of information that will help in reassigning volunteer.	

Extend appropriate recognition and appreciation to volunteer.

Prepare recipient of services so they will welcome and accept volunteer assigned to them.

The Volunteer's:

Responsibility to organization:

Stipulate limitations: what out-of-pocket costs they can afford, receive the only way they can calls from organization or recipient. (In some cases, special funds or loan uniforms are available.)

Use reasonable judgment in making decisions when there appears to be no policy or policy is not communicated--then, as soon as possible consult with supervisor for future guidance.

Provide feedback, suggestions and recommendations to supervisor and staff if these might increase effectiveness of program.

Be considerate, respect competencies and work as a member of a team with all staff and other volunteers.

Rights:

Be reimbursed for out-of-pocket costs, if it is when it is convenient to volunteer. (Funds are not available for many programs; however, trends indicate increasing acceptance of this philosophy.)

Declare allowable non-reimbursed out-of-pocket costs for federal (some state and local) income tax purposes if serving with a charitable organization.

Expect valid recommendation and encouragement from a supervisor for promotion to another job--paid or unpaid.

Be given appropriate recognition in form of awards, certificate of achievement, but even more important, recognition of day-to-day contributions by other participants in the volunteering relationship.

Ask for a new assignment within organization or return to volunteer center when ready for reassignment.

(REPRINT from Helping the Volunteer Get Started: The Role of the Volunteer Center.)

CREATIVE RECOGNITION IDEAS FOR VOLUNTEERS

THE LIGHT TOUCH:

Name the coffee pot each month after a volunteer who has "served well.
Put a survival kit (band aid, coffee packet, pacifier, tantrum mat) together and present to particularly harried volunteers to perk them.
Send anonymous, humorous cards during hectic times.
Leave candy kisses at volunteer stations.
Send 1c (if there still is such an animal!) valentines all year 'round.
When you've forgotten to do something the volunteer needed, send a "When can I come out of the doghouse?" note.
Dress in costume at Halloween, Christmas, Easter, etc. and pass out treats.
"Come as you are" surprise party.
Silly posters.
Anonymous notes on bulletin board.
Silly fillers in agency newsletter regarding people.
Little stickers people can put on their name tag, forehead, etc., that state: "HANDLE WITH CARE TODAY - FRAGILE".

General:

Stop by while volunteers are working and speak to each.
Smile and call them by name.
Remember birthdays, anniversaries, personal times of importance.
A regular parking space.
Comfortable climate (control).
Stable work space.
Coffee cups with names on them.
Labeled area to place coat, hat, etc.
Access for handicapped.
Opportunity to decorate personal area.
Keeping track of length of time worked so as to recognize accurately. (I have a plaque on my wall thanking me for 5 years' service with a group for which I actually worked 6 years...I get a sweet/sour taste in my mouth every time I look at it!)
Chart to show accumulated hours for individuals and teams.
Suggestion box.
Volunteer of the week, month, year awards.
Team leadership rotated.
Inclusion in paid staff meetings
Referring to work corps as "staff" ... some non-paid, some paid.
Profiles in house organs and/or newsletter.
Chart showing value by $$$ of efforts of total non-paid staff.
Job opportunity board (paid and non-paid).

Internal/external training opportunities (scholarships, etc.)
Insure paid staff understand and appreciate specific job descriptions of volunteers.
Insure volunteer staff understand and appreciate specific job responsibilities of paid staff.
Job descriptions for volunteers that are specific, clear, flexible.
Flexibility with job assignment.
Appropriate evaluation directed to issues, not personalities.
Immediate correction of errors so they will not be embarrassed by repeats.
Respect of individuality and uniqueness.
Thank efforts on billboards and marquees in town.
Honest listing.
Open communication.
Basketball hoop (checkers, cards, etc.) area for volunteers' breaks.
Occasional, surprise treats to say thank you.
Holiday parties.
Kickoff potluck (possibly with family).
Monthly birthday listing posted for all to see.
Job titles that are clear and reflect what person will do.
Authority delegated in line with responsibility
Keeping people "up" on changes.
Giving people reasons behind change.
Sensitivity to changes in group dynamics.
Flowers in the volunteer area from local gardens.
Christmas trees, pumpkins, May baskets and other decorations for special holidays (recognize all religions).
Send "get well" cards.
Know assignments of volunteers and paid staff.
Have recognition events with similar agencies in area.
Arrange for discounts in area stores, restaurants, theaters, etc.
Have an honor roll of all volunteers in public area of agency.
Have a coffee area with place to sit.
Put a "smiley face" on all clocks.
Offer good, practical training.
Sabbaticals for burned out volunteers.
Job rotation opportunities.

FOR YOUTH:

Documentation of training, skills developed, experience for resume.
Letter to parents, grandparents, pastors, teachers, commending them.
Letter to editor of school paper with article.
Letter to town paper with article.
Opportunities to speak to other youth and adults about involvement.

Letter to colleges they might be considering.
Possible credit for classes being taken (social science, speech, health, etc.).
Shortened job assignments rather than year long commitments.

WORKING VOLUNTEERS:

Flexible work opportunities.
Job sharing.
Child care.
Work to take home; do at own pace.
Letters of commendation to boss, union, etc.
Shorter project-oriented jobs.
Renegotiate assignments; make work load changes.

FOR SENIORS:

Transportation allowances or arrangements.
Meals at site.
Discount coupons for services, food, entertainment, etc.
Parking space near entrance.
Socialization opportunities at peak lonely times (holidays, weekends).
Recreation opportunities.
Networking information to those agencies/people who might aid them.
Keeping abreast and sharing information that affects them (Social Security, etc.).
Listening.

THOSE SEEKING NEW SKILLS:

Opportunities to try new things in "safe" setting.
Extensive training.
Recording of new skills for resume.
Appropriate evaluations.

FOR THOSE SEEKING VISIBILITY WITHIN OTHER ARES OF THEIR LIFE:

Letters to boss.
Awards presented (to be displayed) to company for which they work.
Media coverage.

FOR LOWER INCOME:
Transportation allowance or arrangement.
Meals.
Uniforms.
Any payment or stipend opportunities.
Networking opportunities to those who might help.
Discounts for goods, services.
Work opportunities in healthful climate in extreme weather.
Child care (or aged parent care, if needed).

VOLUNTEERS SUPERVISED LONG DISTANCE:

Phone notes to refer to from last conversation, mentioning personal things of importance to them first.
Agenda for phone time.
Scheduled phone times.
Follow up to phone conversation and agreements with letter.
Visits by people connected with agency who are in their area.
Visits to sites of service.
Round-robin newsletters from separated volunteers.
Newsletter with chatty news.
Cards on important dates.
Letters to family, boss, pastors, etc., thanking them for sharing of volunteers.
Survival kit during harried times.
Personal, hand-written notes (with life-saver tucked inside during critical times).
Phone calls from higher authorities or dignitaries thanking them.
Poster or plaque for desk area to let them know they are thought of.
Anonymous candy kisses in mail.
Gifts from clients, field programs, sites, etc.
Permanent piece of jewelry they can wear to designate belonging to organization.
Wall plaques noting service.
Regularly scheduled meetings to upgrade training, inform, socialize and generally recharge.
In-person supervisory meetings as needed by volunteer and/or supervisor.
Listening to personal concerns.
Letting them know when its a good time to call you.
Finding out when its the best time to call them.
Open expressions of affection via phone.

Stating time needed for each conversation at opening, and giving them a chance to evaluate that according to their schedule; setting different phone appointment if necessary.

MOTIVATIONAL RESPONSE IDEAS

FOR AFFILIATION MOTIVATED PEOPLE:

Any recognition that is done in the presence of peers, family, etc.
Banquets.
Name in newsletter of agency.
Name/photo on bulletin board in public area of agency.
Personal notes from supervisor.
Supervisor remembering birthday, anniversary, special events.
Supervisor mentioning children's, spouse's, pet's name in conversation.
Opportunities for socialization on job.
Assignments that offer opportunities for making friends.
Personal, verbal greetings from supervisor.
An award named for them that is presented for "people related" accomplishments (Humanitarian, Nurturing, etc.).
Opportunities to give input in people-related issues.
Letters to family members thanking them for sharing the volunteer with the agency.
Letters of commendation to paid work supervisors telling of their work to benefit people.
Gifts, letters, etc., from clients.
Requests for suggestions on improving the feel of the workplace.
Unexpected (between holidays, birthdays, etc.) notes expressing thanks.
Potlucks, picnics, etc. with co-workers and families on own time.
Letter of appreciation published in their church newsletter.
Evaluations that measure success in "people" terms.
Praising them to their friends (it will get back to them!).
Affection, humor expressed.
Sharing organizational needs on personal level.
Awards that have pictures of clients on them.
Inclusion of them in slide show, shown in PR work.
Personalized, on-the-job training.
Opportunities to greet and welcome new volunteers, staff.
Take out for coffee.
Listen to personal problems (within reason).
Holiday cards to family (Valentines Day is especially good).
Respect sensitivities.
Take time to talk to them.
Have group attend community event (sports, dinner-theater, etc.).
Smile.

FOR ACHIEVEMENT MOTIVATED PEOPLE:

Opportunities to give in-put in goal-related decisions.
Having whole responsibility delegated to them and ability to set own pace.
Opportunity to create innovative ideas to achieve goals.
Tangible awards, plaques, pins, badges that can be displayed.
Letters of commendation for specific achievement to paid work boss.
Letters of commendation for specific achievement to editor of town, college, hometown, fraternal, service, church or high school newspapers.
Job assignments that allow frequent checkpoints to mark success.
Award named in their honor that is given for specific achievement.
Name attached to specific accomplishment (designing new system, etc.).
Story in agency newsletter telling specific accomplishment (also frame it and give it to them for their home).
Letter to family members, telling of appreciation of a specific deed.
Supervisor keeping abreast of other things important to them and complimenting them; possibly putting in agency newsletter.
Job assignments that offer increased responsibility.
Job assignments with clearly stated goals.
Job assignments which offer an opportunity to achieve or surpass a numbered record (dollars, numbers of clients served, timed records, etc.).
Notes from supervisor acknowledging achievement.
Opportunity to see how they fit into total picture.
Opportunity for advancement.
Clearly defined parameters of assignments.
Training that allows questioning, shaping by recipient.
Their program or process named for them.
Introduction to new people in terms of proudest accomplishment ("Meet John Jones...he was responsible for our total resettlement program last year").
Request for input on ways to make agency more efficient.
Opportunity to inspect sites and facilities if not already working there.
Being careful not to waste their time.
Letting them know beforehand agenda of any meeting.
Evaluations that measure success in goal terms.
Sharing organization needs in terms of challenge.
Letters from board members, highest administration, commending specific accomplishments.
Opportunities to question decisions.
Involvement in decisions that affect them.
Documentation for resume.
Nomination in area, state or national awards program.

Honor their state goals.

Color code name tags, badges to honor time spent in agency, etc.
Include in staff meetings.
Award plaque to sponsoring group or business who referred them.
Smile.

FOR POWER MOTIVATED PEOPLE:

Job assignments that allow them to persuade others.
Job assignments that allow them to interact with highest authorities.
Job assignments that allow them to teach others.
Recognition that is broad-based (use of media, etc.) and can be seen by people in authority, power, etc.
Awards named for them that applaud influential achievements.
Letters of commendation noting their impact and importance to editors of hometown, area, fraternal, college, professional, service and church newspapers and magazines.
Having coffee with supervisor and people in authority.
Story in agency newsletter telling of impact on people/programs.
Supervisor noting other areas which the impact (outside agency) and commending them on these (possibly noted in agency newsletter).
Asking for suggestions on how agency can achieve wider recognition and impact in community or within its own profession (schools, hospitals, etc.).
Letters to family members praising their impact to benefit agency and clients.
Job assignments that offer increased responsibility and authority.
Impressive job title.
Notes from supervisor, high administration, board and community leaders appreciating impact on betterment of mankind.
On-going program or site named for them.
Opportunity to give input into direction of agency.
Opportunity to innovate.
Opportunity to question and debate decisions, leaders, etc.
Allowing time to listen to their ideas.
Introducing them to people with influence.
Opportunities to negotiate.
Opportunities to market the agency services.
Advocacy opportunities (Blue Ribbon committees, legislative commissions, etc.).
Sharing organizational aspirations with them verbally.
Involvement in decisions that affect future of organization.
PR and media contacts.
Documentation (in terms of impact) for personnel folder.
Nomination in area, state or national recognition programs.
Tapes of their speeches.

Opportunities for training outside of the agency (scholarships, etc.).
News releases about work.

Be part of discussion groups.
Use as consultants.
Opportunities to have name connected to something in writing (book, article, etc.).
Put on Board of Directors.
Smile.

WHY I'M NOT A VOLUNTEER

(A not-so-tongue-in-cheek confession of a former volunteer)

Somehow, I get the feeling that not to be a volunteer in someone's program today is to be uncivilized. But, like many of my fellow sitter-outers, I have reasons for letting opportunity pass me by. You, the program operator, the professional, have supplied me with them. Do you really want to know why I am not a volunteer?

1. For a long time I never knew you wanted me. You communicated quite well, "I'd rather do it myself, mother". You are articulate in expressing your needs in dollars and decimals. Your silence on service, I figured was your last word.

2. Once you did call for help, and I stepped forward. But you never told me how to get started. I later thought that maybe what you actually said was, "Why don't we have lunch...sometime?"

3. I persevered however, I reported for duty. You turned me over to a department head and he, in turn, sent me down to the section chief. He was out, and the secretary did not know what to do with so rare a species as a volunteer, so she suggested that I get in touch next Tuesday. I called, but my message got lost.

4. I might have overlooked the runaround. People cannot be blamed for doing the best they can, and the worst and best are hard to distinguish in the emptiness of a vacuum. For some reason, I thought you, as their leader, would have given a bit of thought beforehand to what you would do with me, a volunteer, or at least to let someone else know I was coming and give them the worry of organizing the situation.

5. Come time for the spring mail-out, and my neighbor and I appeared on the scene. We worked: for two days we licked stamps and envelope flaps, until the steak at supper tasted like tongue. Then I learned from the slip of a clerk that before our coming you had turned off the postage machine. I really cannot blame; if you had not gone out of your way to make work for us, what could a couple of volunteers have done for two whole days?

6. I tried again, a number of times. But you really did not expect much from me. You never trained me, nor insisted that my work be to a standard. A particularly tough day was coming up for the crew, and I cut out -- it was a perfect day for golf. On my return, you said nothing about my absence, except to ask about my score. I never learned if my truancy made any difference.

7. In spite of all, I think I did make a contribution. But the only real thanks I got was a letter from you -- a form letter. I know how "demanding" this letter was on you. My neighbor had typed the master copy, I had copied it, and together we had forged your name, stuffed the envelopes, sealed, stamped, and mailed them.

*So how do we go about preparing in such a way as to prevent these kinds of frustrations and problems???

VOLUNTEER JOB DESCRIPTION

TITLE:

MAJOR OBJECTIVES:

QUALIFICATIONS:

TRAINING AND/OR PREPARATION:

TIME AND PLACE:

COMMITMENT:

ON-THE-JOB SUPERVISION:

APPLICATION FOR VOLUNTEER SERVICE

DATE ______________

NAME ______________________________ MRS.__ MR.__ MISS__ MS.__

ADDRESS ______________________________
____
______________________________ PHONE ______________

AGE (Circle) 18-25 26-45 46-60 60-over BIRTHDATE ____________
(Month & Day ONLY)

IN CASE OF ILLNESS, NOTIFY ______________ PHONE ____________

RELATION ______________

YOUR OCCUPATION (if employed) ______________________

ADDRESS ______________ PHONE ____________

PREVIOUS EMPLOYMENT ______________________________

PREVIOUS VOLUNTEER EXPERIENCE ______________________
____

EDUCATION ______________________ CAN YOU TYPE? ____________

OTHER SPECIAL TRAINING ______________________________

HOBBIES, SKILLS, SPECIAL INTERESTS ______________________

HOW DID YOU HEAR OF OUR VOLUNTEER PROGRAM? ______________
____

WHY ARE YOU INTERESTED IN DOING VOLUNTEER WORK? ______________
____

PLEASE LIST NAMES AND ADDRESSES OF TWO PERSONAL REFERENCES:

____

____

TYPE OF WORK PREFERRED ______________________________

DAYS PREFERRED:		HOURS PREFERRED:	
Monday thru Friday	________	Morning	________
Weekends	________	Afternoon	________
Holidays	________	Evening	________

____
(SIGNATURE)

GUIDELINES: PAGE # 201

VOLUNTEER TIME SHEET

DATE	IN	OUT	TOTAL HOURS	WHERE WORKED

WHEN THIS SHEET IS FULL, TURN IN TO THE DIRECTOR'S OFFICE. DO NOT WRITE ON THE BACK OF THIS SHEET. THANK YOU.

EVALUATION OF VOLUNTEER

	Always	Nearly	Always	Occasionally	Never
Reports for duty promptly. If unable to come, calls director.	______	______	______	____________	_____
Kind, sympathetic and understanding with patrons. Cooperates with co-workers and employees. Courteous, tactful and patient.	______	______	______	____________	_____
Applies knowledge and techniques as taught; follows directions well. Understands methods used; carries out procedures accurately; asks questions when not sure of proper procedure.	______	______	______	____________	_____
Knows volunteer provides invaluable assistance that can only be given as a volunteer; likes assignment.	______	_____	_____	____________	_____
Learns on each assignment; tries to anticipate problems and is prepared to meet them; learns by doing and takes advantage of all training offered.	______	_____	_____	____________	_____

____

____

____

TEENAGE VOLUNTEER PROGRAM EVALUATION

1. How would you rate the Teenage Volunteer Program? Fair ____ Good ____ Outstanding ____

2. What were your main problems with the teenage volunteers? ______________________________

3. Did you contact the Volunteer Office immediately when you had a major problem with a teenage volunteer? Yes _____ No _____

4. Are the teenage volunteers in your area adequately supervised by personnel? Yes ____ No ____

5. Do you feel the teenage volunteer is adequately trained? Yes _____ No ____ If no, in which duty or duties would you like teenage volunteers to be further trained? ______________________________

6. Do you prefer to train teenage volunteers in your own area? Yes _____________ No ___________

7. In what way do teenage volunteers benefit your area? ______________________________________

8. Do you find teenage volunteers work to do when they are idle? Yes _____ No ____

9. How can we improve the teenage volunteer program? ______________________________________

10. Are there any additional duties you would like teenage volunteers to perform?
____ ______________

11. Did you have an outstanding teenage volunteer who worked in you area? Yes _____ No _____
Name ___________________________

12. Are there any particular teenage volunteers you would prefer to work in your area?
____

Comments: ____
____
____
____
____

Thank you for your interest in the
Teenage Volunteer Program.

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APPENDIX D
Collection Development Policies

SECTION #1: What should be in a Collection Development Policy.

A collection development policy is more than a materials selection policy. The **Policy** is the broad parameters set by the governing board, the selection procedures is how the staff carry out that policy in the selection of materials.

Collection development is a process whereby the library staff brings together a variety of materials to meet patron demand. Patron demand is defined in the broad sense to indicate what the patron knows is presently needed or wanted, as well as what may be needed or wanted sometime in the future. It does not simply mean the active user's persistent requests. Catering to such pressures exclusively will detract from the library's ability to offer in-depth and wide-ranging service to less vocal elements of the community.

In the process of collection development, strengths and weaknesses are identified and a plan created to correct the weaknesses and maintain the strengths. The plan gives guidance to the staff and should be consulted when deciding subject areas in which to consider buying and how much emphasis each area should receive.

A collection development policy should include:

- o Description of the community to be served
- o Description of clientele to be served
- o Parameters of the collection, i.e., subject areas included, types of formats
- o Purpose of collection
- o Priorities and limitations, i.e., multiple copies, gifts, cooperative collection development

Selection

- o Criteria
- o Responsibility
- o Method of selection
- o Procedures for selection

Statement on intellectual freedom

- o Adoption of Freedom to Read, Library Bill of Rights, and Freedom to View statements

Withdrawal of materials

Evaluation of collection

SECTION 2:

1.) A statement of the library's general purpose and objectives. For example:The primary purpose of the Public Library is to purchase, organize and make readily accessible, books and other printed and non-printed, recorded, and filmed materials, to stimulate interest and give guidance in their free use to everyone in the community regardless of age, sex, race, creed or social, economic and educational level.

In the provision of library materials where broad areas are considered: **Informational** - to serve the community as a center of information by having available authoritative materials for the answering of specific questions; **Educational** - to provide reliable materials available to help meet the needs of its patrons in their pursuit of formal and informal education; **Recreational** - To encourage reading for enjoyable use of leisure time.

2) Endorsement of the Freedom to Read Statement (adopted on January 1972, by the American Library Association), and the Freedom to View (adopted on February, 1979 by the Educational Film Library Association). See Appendix H for the complete statement.

3) Endorsement of the Library Bill of Rights

4) General standards of selection as well as guidelines used in purchasing various specific types of materials: fiction, nonfiction (including legal, medical, religious works), paperbacks, periodicals, pamphlets, government documents, films, recordings and cassettes, art prints, etc.

5) Specify the various levels of collections, i.e. research, general reference, specialized, etc. Prioritize this and tie it to percentages of the materials budget.

6) Statement about gift materials (often an explanation that the library generally applies the same criteria in evaluation gift materials that it applies to purchased items is sufficient).

7) Method for handling complaints about library materials. The following examples illustrate two ways of dealing with objections to library materials.

   A) A patron who may object to specific books or other library materials should be requested to complete a form, Request for Reconsideration of Materials, available from the library director's office.

   B) The library welcomes comments and criticisms of its collections. However, no citizen in a democracy has a right to prevent another from reading a specific book by demanding its removal from the library's shelves, and there should be no book that is absolutely inappropriate for a public library. This board declares as a matter of firm principle that no challenged library material shall be removed from this library under any putative legal or extra-legal pressure, save after an independent determination by a judicial officer in a court of competent jurisdiction and only after an adversary hearing, in accordance with well-established principles of law.

Section 3: An example of a COLLECTION DEVELOPMENT POLICY

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[4] Excerpts from the University of North Texas Libraries Policy and Procedures manual, 1989.

I. **OBLIGATIONS.** The Libraries should plan to acquire and preserve as far as practicable all types of library materials needed to meet its obligations. Library materials include books, pamphlets, documents, periodicals, manuscripts, maps, microforms, audiovisual materials, software, online data bases, and artifacts. Acquisition obligations for the Libraries are as follows:

A. To acquire those library materials needed for the instructional program of the institution.
B. To acquire, within the collecting parameters of this policy, those library materials required by the users.
C. To acquire those library materials for general information in subject areas that supplement area instructional and research programs.

LIMITATIONS: In striving to meet its obligations within the limits of its resources, the Libraries will follow these guidelines for the general collections:

A. When lack of funds limits purchases, current in-print publications of lasting value, regardless of format, generally will be given priority over out-of-print publications. (Reprints and microforms are considered as current publications.)

B. Holdings of other Area libraries will be considered when selecting subject areas for intensive collection or large purchase items. Consideration will be given to both the privileges and responsibilities of cooperative acquisition plans and inter-library loan procedures.

C. Materials may be acquired in alternative format if originals are not obtainable. Exceptions may be made on a title-by-title basis for periodicals and reference works.

D. The number of copies of any title shall be dependent upon demand of the patrons, and the size of population served.

E. Large purchase items shall be submitted to the Library Bibliographer for consideration. They shall be acted upon dependent upon budget, availability of material by other area libraries, and community demand.

F. It is neither the intent nor the responsibility of public libraries to systematically acquire textbooks.

G. Materials may be acquired only in language justified by community make-up or needs.

H. For specific examples of materials that should not be added to the collection, see Appendix A.

II. **RESPONSIBILITY FOR SELECTION.** Primary responsibility for selection lies with the librarians. Members of the community and staff may recommend acquisition of publications. The Library must take responsibility for other subject fields, for coordinating the collection as a whole, and for general use suggestions.

III. **GIFTS.**

A. Gifts of library materials must comply with the collection development priorities of the Libraries.

B. Acceptance of gifts will stipulate that final disposition is the responsibility of the Director of Libraries, the Head of Materials Acquisitions, or the Media Library Director, in consultation with the appropriate staff members.

C. Monetary gifts to the Libraries should be made through the Director of Libraries, the Head of Materials Acquisitions, or the Media Library Director.

D. Gifts to begin separate memorial collections may be accepted only by the Director of Libraries.

E. Formal monetary appraisals of gifts for income tax or other purposes are not made by the Libraries. When requested by the donor, the Libraries' staff may assist by identifying appropriate reference sources for the use of the donor. This information does not constitute an appraisal. Questions concerning appraisal should be directed to the Library Bibliographer.

F. Personal gifts will be acknowledged by the Director of Libraries, or the Head of Materials Acquisitions.

IV. **EXCHANGES.** Materials Acquisitions will handle all matters pertaining to the establishment of exchange relationships with other institutions.

V. **DOCUMENTS.** (Where appropriate)

A. Federal Documents. Some libraries are a selective depository for United States government documents. Because of this status, materials are acquired to meet the libraries' obligations to the general public's need to access federal government documents.

B. Missouri State Documents. Some libraries are depositories for Missouri State Documents.

C. Publications of other governmental organizations are acquired following the general policies set forth in this acquisitions statement.

VI. **MICROFORMS.** Microforms are acquired following the general policies set forth in this acquisitions statement. The following special policies also govern the acquisition of these materials:

A. The nature of the materials and the kind of use that will be made of it will determine its format. In general, little-used material will be purchased in microform.

B. Price and space are considerations. The cost and space requirements of all available formats will be a determining factor in the best use of funds.

C. Backfiles of periodicals will be preserved by microformat, if possible.

D. See Section XIII: "Guidelines for Selection of Microform Replacement."

VII. **MICROCOMPUTER SOFTWARE AND MACHINE READABLE DATA FILES.** Microcomputer software and machine readable data files (MDRFS) will be selected according to the general principles set forth in this document. See Section XIV: "Guidelines for Selection of Computer Software: and Section XV: "Handling Microcomputer Software".

VIII. **DATABASE SERVICES.** Contracts for online database services will be entered into following the general policies set forth in this acquisition statement. The decision for the acquisition and deletion of library materials in other formats will not be influenced by their availability online unless these services are provided free of charge to the general public.

IX. **SPECIAL MATERIALS AND FORMATS.** Special materials and formats (e.g., those in the Historical Collection, Maps, Media Library, Music Special Collections, Curriculum Collection, Rare Book and Missouriana Collections) are acquired according to the general principles set forth in this document. For Media Library materials see Section XVI: "Media Software Selection Guidelines". For materials available in different formats see Section XVII: "Guidelines for Selection of Materials in Multiple Formats."

X. **NEW FORMATS.** All requests for the Libraries to acquire materials in new formats are to be referred to the Director of Libraries prior to placing an order. New formats may be defined for this policy as those not already in the Libraries' collection that seem likely to become cause for concern in terms of acquisition, cataloging, storage, access, or use.

XI. **WEEDING.** The discarding of materials from the collection will be the responsibility of the appropriate library staff. Overall authority for weeding of the collection lies with the Library Director, who in cases of dispute serves as mediator and makes the final decisions. Whenever necessary, the Director will be consulted before an item is discarded from the collections.

A. Weeding will be done on a consecutive basis. Librarians will review the entire collection each year.

B. The Librarians will follow the in-house and State regulations in regard to the deletion and disposition of library materials.

C. Weeding Guidelines

1. Weeding will not be done solely on the basis of circulation statistics or past use, although these factors will be considered.

2. Weeding should not bias the collection in favor of or against any viewpoint.

3. Desirable materials of antiquated appearance or in poor condition will be set aside for preservation consideration.

4. Superfluous or unneeded duplicate volumes will be weeded from the collection.

5. Materials containing information no longer useful or historically important will be weeded from the collection.

6. Materials that should not have been added to the collection in the first place will be weeded.

7. Periodicals will be reviewed based on use, holdings, indexing, access through inter library loan, formats and obligations to coöperative agreements.

8. For specific examples of materials to be weeded, see "The Crew Manual".

XII. **LEVELS OF COVERAGE.**

A. Introduction. The following levels of coverage have been developed by the Research Libraries Group and are widely accepted among libraries having collections of national importance. The values described are absolute, not relative; that is, they assume a national perspective, not merely a local application. Each subject division is assigned a specific level. The levels may change as community and business research needs change. In the case of differing collecting levels for the same subject division, the highest level will be recorded in the Schedule. Each department involved, however, will continue to collect at its designated level. All levels are recorded in the Collection Level Report. Any questions should be addressed to the Library Director.

B. Collecting Levels.

1. Out of scope (does not meet any community research needs). The library does not collect in this area.

2. Minimal Level. A subject area in which few selections are made beyond very basic works.

3. Basic Information Level. A collection of up-to-date general materials that serve to introduce and define a subject and to indicate the varieties of information available elsewhere. It may include dictionaries, encyclopedias, selected editions of important works, historical surveys, bibliographies, handbooks, a few major periodicals, in the minimum number that will serve the purpose. A basic information collection is not sufficiently intensive to support any courses or independent study in the subject area involved.

4. Instructional Support Level. A collection that is adequate to support undergraduate and MOST graduate instruction, or sustained independent study; that is, adequate to maintain knowledge of a subject required for limited or generalized purposes, of less than research intensity. It includes a wide range of basic monographs, complete collections of the works of more important writers, selections from the works of secondary writers, a selection of representative journals, and the reference tools and fundamental bibliographical apparatus pertaining to the subject.

5. Research Level. A collection that includes the major published source materials required for dissertations and independent research, including materials containing research reporting, new findings, scientific experimental results, and other information useful to researchers. It is intended to include all important reference works and a wide selection of specialized monographs, as well as a very extensive collection of journals and major indexing and abstracting services in the field. Older material is retained for historical research.

6. Comprehensive Level. A collection in which a library endeavors, so far as is reasonably possible, to include all significant works of recorded knowledge (publications, manuscripts, other forms), in all applicable languages, for a necessarily defined and limited field. This level of collecting intensity is one that maintains a "special collection"; the aim, if not the achievement, is exhaustiveness. This collection should attract scholars worldwide. Older material is retained for historical research. This level is found most often in large public libraries with subject departments, or in University libraries.

LIMITATIONS: Examples of materials that should not be acquired or added to the collection:

1. Study aids such as Cliffs Notes or Monarch Notes.

2. Literature in languages not justified by community needs.

3. Current subscriptions of domestic or foreign newspapers with a limited local readership.

4. Purely inspirational literature.

5. Purely propagandistic literature.

XIV. **GUIDELINES FOR SELECTION OF MICROFORM REPLACEMENT.** The Libraries need increased serial holdings and collection storage space. Therefore, microform replacement offers a viable means for fulfilling these needs. Several factors influence the choice of library materials in microforms. These factors are access, location, cost, and use. The guidelines that follow are the same as the "Guidelines for Selection of Multi-Format Materials." In each case the "statements" and "questions" are appropriate for consideration. In addition, the two fundamental principles of equal access and location of materials based on use rather than format remain valid. A ranked order of priorities is also included.

A. ACCESS: Materials purchased with library funds and accessed through the Libraries' public online catalog will be available equally to all the Libraries' primary clientele.

B. LOCATION:

1. Location of materials should be determined by ease of access, and use rather than by format.
2. Reference materials should be conveniently located near the reference desk.
3. Equipment for use of materials in reference areas should be available.

C. COST: Criteria for dividing the Budget: Mission statement.

1. What is the cost of each format available?
2. What is the cost of staff training to use each format?
3. What is the cost of space for each format?
4. What is the cost of the equipment needed for each format?
5. Which budget account will pay the cost?
6. Will the purchase be a standing order or a one time purchase?
7. Will this purchase duplicate existing sources available in the Libraries in other formats?
8. What are the costs to the patron to use each format?
9. Are multiple copies needed?

D. USE:

1. Is the material reference or circulating?
2. Is the material a continuation of an existing title in the Libraries' collections?
3. Can patrons use the material unaided in each format?

4. What assistance is needed from the Libraries' staff for patron use in each format?

5. Number of library staff needed to service each format.

6. What hours of service are available for each format?

7. Is equipment available in the area in which the reference material is to be used?

8. Is the equipment needed for each format compatible with the majority of equipment available in the user community if the material is to circulate?

9. Are multiple copies needed for patron use and library use?

E. PRIORITIES FOR MICROFORM REPLACEMENT

[illegible] Backruns of journal and standing order titles.

2. Heavily-used, mutilated titles that do not now have back-up copies.

3. Replacement for missing issues or little-used, large run items.

4. Duplicate copies of weeklies or biweeklies and newsprint formats to save space and binding costs.

5. All second subscriptions converted to microforms.

6. New titles.

XIV. **GUIDELINES FOR SELECTION OF COMPUTER SOFTWARE:** As the technology of data storage changes, libraries must be committed to providing access to all types of information regardless of format. Usually, one considers computer software as the programs used to operate a computer and manipulate stored, coded data. For the purpose of these guidelines, included are not only the former meaning but also the concept of machine readable data files (hereafter MRDF). MRDF is any collection of data text that can be accessed and/or manipulated by computer.

A. **FACTORS AFFECTING ACQUISITION:** Before acquiring computer software, one must consider several issues. These issues include contractual agreements and the need to provide access to this type of informational source for the community. Standard collection development considerations remain important. However, there are additional factors specific to this format of data storage which affect decisions concerning acquisition.

1. **SUBJECT SCOPE:** As with other materials, textual and numeric data files must be evaluated in relationship to the general interests of the local community.

2. **USER NEED:** The information needs of library users must be examined to determine if primary data is needed in this format. Some users may need to manipulate primary data, rather than use already manipulated data. Conversely, some users may not need to deal with data manipulation and its attendant problems.

3. **UNIQUENESS OF DATA:** As information sources proliferate, it becomes imperative to examine the uniqueness of data in the format presented. If the data is also available in other formats, in which format(s) should this data be acquired? There often are reasons to have access in more than one format.

4. **AUTHORITY OF DATA:** The origins of the data should be examined to assess authoritativeness and completeness.

5. **CONFIDENTIALITY OF DATA:** Some textual and numeric data files may include proprietary or restricted information and consequently may be limited in terms of the Library's clientele. Some files may have suppressed information to insure confidentiality.

6. **PHYSICAL FORMAT:** In these times of rapid technological change, a variety of physical formats may be available. Some materials available on magnetic tape are also available in floppy disc, disc pack, or optical disk format. Libraries should acquire hardware and software to accommodate these new formats.

7. **ONLINE ACCESS:** Some sources are available only online. For business and industry statistics, online access provides immediate forecasting capabilities. While most data sources are not available in this fashion, it is conceivable that more will become available as the need and demand for this type of information grows.

8. **DOCUMENTATION, CONSULTING AND INSTRUCTIONAL SUPPORT, AND SOFTWARE:** Using textual and numeric data files requires adequate documentation so users can extract needed information. Complex files may require staff to assist users with file manipulation. Hardware and software issues must also be addressed, including availability of computing facilities and software within the local community.

9. **EXTENT OF UTILIZATION:** The extent to which the material is expected to be used as judged by expressed interest of user groups or in general, quality of content, and technical quality.

10. **DUPLICATION:** The need for duplication of heavily-used items and for replacement of damaged items.

11. **COOPERATIVE ACQUISITION:** Purchase decisions should consider the accessibility of materials within the immediate area.

12. **CONTRACTS:** All contracts should be negotiated with provisions for the broadest possible use by the Library's clientele.

B. **DOCUMENTATION:** The successful use of computer software as well as successful searches of MRDF often depend upon understanding the methods by which the software works and the methods by which the data was coded. This implies that the documentation must be available to the users. Therefore, the Libraries should serve as the central repository of information related to any computer software acquired. These items would include but are not limited to:

1. published directories of data files and guides to the holdings of data archives which identify the existence and availability of these resources;

2. core collections of periodicals and monographs devoted to the utilization of these materials; and

3. code books, systems manuals, and other documentation, if appropriate.

This documentation should be available to all users. However, because of heavy demand, it may be necessary to place simplified instructions near equipment, have a staff person available to assist users, or to limit the access or length of time the document is available.

C. **POLICIES:**

1. Generally, the Library will acquire computer software only where the magnitude of use or availability of staff assistants warrants the expenditure of time, effort, and money.

2. The Library will also maintain annually updated MRDF on a limited basis.

3. Requests for items not broadly or intensively useful will receive a lower priority.

4. The Library will not acquire MRDF that, under contractual agreements, can only be used by one person. Any MRDF obtained must be, at the very least, in some way accessible to any member of the Library's clientele.
5. Also excluded are such MRDF that by virtue of their content or format are not likely to be of interest to any user, such as files consisting of special purpose aggregations of data for one user.

6. The Library will not purchase or otherwise acquire software for microcomputers that would normally be expected to be owned by individuals for personal use, unless the software fulfills a broader need or work routine function.

7. Games with sufficient educational or instructional value for use to introduce or make clear information will be purchased.

8. **Final decisions regarding purchase will rest with the Librarian.**

9. Access charges, set by board policy, will be the responsibility of the user not the Libraries. The Libraries should work for the elimination of access charges involving computer software acquired through the Library's funds.

See also "Guidelines for Selection of Multi-Format Materials." These guidelines were developed in part from: Non-bibliographic Machine-Readable Data Bases in ARL Libraries. SPEC Kit no. 105 and "Final Report" of the Ad Hoc Committee on Computer Software 5 August 1983.

XV. HANDLING MICROCOMPUTER SOFTWARE

1. Microcomputer software may be acquired by one of the following methods:

   a. Purchase from Library budget funds.

   b. Gift.

   c. Grants

2. Microcomputer software is added to the collection and officially cataloged through the normal routines.

3. The first copy of any software purchased, including both documentation and discs, should be housed as an archival copy.

4. All discs owned by the Library should be suitably packaged for circulation in order to achieve the highest level of protection for the application: fitted with reinforcement rings, write protected, and labeled to direct users to avoid placing in magnetic fields, extreme heat or cold.

7. When copies of a software program purchased or made for public use are no longer needed, they will be stored in the Library for housing or withdrawal.

XVI. **MEDIA SOFTWARE SELECTION GUIDELINES**: Considering the average cost for purchase of the preponderance of media software, the extensive requirements for rapidly decreasing shelf space for this material, and the importance of developing a well-used and high quality collection, it is essential that decisions to purchase particular items be made with great care. the following policies are therefore adopted:

1. All orders for media software for the Library will be reviewed prior to purchase. As appropriate, other librarians and staff will be consulted.

   a. To insure effective consideration of the value of any title to the collection and mission of the Library, arrangements will be made for preview or approval evaluation of all possible items prior to purchase. Should free previews not be available, interested libraries can request State Library input and review prior to purchase.

   b. Where previews or approvals cannot be arranged, or are uneconomical, reviews in the professional literature will be sought.

   c. Where neither previews or reviews are available, selection will be made after responsible and prudent consideration by other librarians or the State Library.

2. A standard evaluation form may be provided by the Library for recording recommendations of community users and staff with regard to previews. The comments section of the form may also be used to record reviews. The Library maintains a record of all items previewed.

3. Media software will be purchased entirely from a single fund in the Libraries' budget. The following considerations will be applied:

   a. Extent to which the material is expected to be used as judged by expressed interest, number of request to which appropriate, quality of content, and technical quality.

   b. Need for duplication of heavily-used items, for replacement of damaged items, for strengthening the collection by purchase of classical materials in particular film genres or formats, and for purchase of standard items for subjects not well-represented in the collection.

   c. The Library will maintain a record of the total value of items purchased from among those recommended for purchase.

4. Requests for items not broadly or intensively useful will receive a lower priority. Cost, including the costs of cataloging and storage, will be a decisive factor in the purchase of these items.

XVII. **GUIDELINES FOR SELECTION OF MATERIALS IN MULTIPLE FORMATS**: Several factors influence the choice of library materials available in multiple formats. These factors are access, location, cost, and use. The guidelines that follow present statements and questions that should be considered when selecting materials for purchase which are available simultaneously in two or more formats. These guidelines are based on two fundamental principles: 1) Equal access is necessary for library materials purchased for the Libraries' primary clientele; 2) Location of materials is determined by use rather than format. To assist you in making a request for materials in a particular format consult the appropriate Policy and Procedure Memoranda.

A. ACCESS: Materials accessed through the Libraries' public catalogs will be available equally to all the Library's clientele.

B. LOCATION:

1. Location of materials should be determined by use rather than by format.
2. Reference materials should be located in the appropriate reference area.
3. Equipment for use of materials should be available within the Library if feasible.

C. **COST: Budgetary Constraints.**

1. What is the cost of each format available?
2. What is the life expectancy of each format?
3. What is the cost of staff training to use each format?
4. What is the cost of space for each format?
5. What is the cost of the equipment needed for each format?
6. Which budget account will pay the cost?
7. Will the purchase be a standing order or a one-time purchase? Lease vs Purchase - Option?
8. Will this purchase duplicate existing sources available in the Libraries in other formats?
9. What is the cost to the patron to use each format?
10. Are multiple copies needed?
11. What is the cost for processing each format?
12. Is there any continuing cost for access? Maintenance cost? Licensing fee?

D. **USE:**

1. Which format is best for the anticipated level of use?
2. Is the material reference or circulating?
3. Is the material a continuation of an existing title in the Library's collections?
4. What assistance is needed?
    a. Can patrons use the material unaided in each format?
    b. If not, what level of assistance is needed?
    c. Number of library staff needed to service each format?

XVIII. WEEDING GUIDELINES: (for more complete details see "The Crew Manual".)

A. Examples of superfluous or duplicate volumes:
   1. Unneeded duplicate titles.
   2. Duplicates except for date or place or reprint.
   3. Inexpensive reprints.
   4. Unneeded older editions.
   5. Highly specialized books when the Libraries hold more extensive or more up-to-date volumes on the same subject.

B. Examples of materials that may contain information no longer useful or historically important:
   1. When information is dated.
   2. When book is poorly written.
   3. When information is incorrect.
   4. When improved editions exist.
   5. When information is adequately covered in other sources.
   6. Grammars that are old.
   7. Ordinary school dictionaries.
   8. Almanacs and yearbooks that have been superseded.
   9. Superseded student course outlines.
   10. Superseded publications of other colleges and universities: newspapers, newsletters, press releases, humor magazines, literary magazines edited by students, files of programs, alumni publications, etc.

C. Examples of unneeded periodicals:

   1. Volumes duplicated in microforms.
   2. Unindexed volumes of titles with limited holdings.

XX. PROCEDURES FOR DEFENDING INTELLECTUAL FREEDOM

A. The following material is from the Texas Library Association Handbook.

   1. Record and maintain a fully documented acquisitions policy.

   2. Develop and maintain a viable staff awareness program for handling questions on intellectual freedom.

   3. Develop a form the patron must fill out titled "Request to Reevaluate Materials". This form should have a place where the patron must suggest material to replace the item under consideration.

   4. Maintain a clearly defined method for handling complaints.

   5. Maintain a vigorous public information program on behalf of intellectual freedom.

   6. Maintain familiarity with any legislation pertaining to intellectual freedom and First Amendment rights.

B. PROCEDURES FOR HANDLING REQUESTS FOR THE REMOVAL OF LIBRARY MATERIALS

1. Listen calmly and courteously to the complaint and advise the complainant of the Libraries' policy on intellectual freedom. Don't confuse noise with substance. Handle the complaint according to established rules. Treat the group or individual who complains with dignity and courtesy. Acquire as much information about the complainant and the nature of the complaint as possible.

2. Defend the principle of the freedom to read as a professional responsibility. Only rarely is it necessary to defend the individual item. Laws governing obscenity, subversive material, and other questionable matter are subject to interpretation by courts. Library materials found to meet the standards set in the selection policy will not be removed from public access.

3. Advise the complainant that you do not have the authority to remove any item from the shelf and refer the complainant to the Director's Office. Be sure to tell the complainant the office hours. Make a written account of the complaint and submit it to your immediate supervisor at the earliest opportunity.

THE CREW MANUAL

A Unified System
of
Weeding, Inventory and Collection-Building
for
Small and Medium-Sized
Public Libraries

by

Joseph P. Segal

Originally published, 1976, TEXAS STATE LIBRARY
and Fort Worth Major Resource System

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"The weeder is supremely needed if
the Garden of the Muses is to persist as a garden." -
Ezra Pound's ABC of Reading

"Books are for use."
Ranganthan's First
Law of Library Science

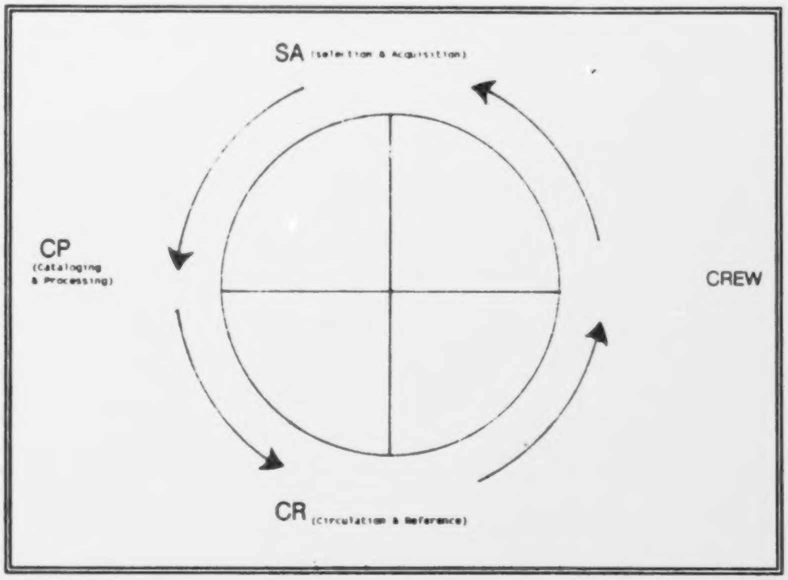
INTRODUCTION

This manual is designed for use primarily by community and branch librarians who are the members of the profession shortest on time, space, and budget, but who are nonetheless as anxious as the directors of the largest city libraries to provide their patrons with efficient, effective service in a pleasant, attractive library environment. To achieve these ends, an entire range of indirect, "technical" services, such as selection, cataloging, and weeding must be carried out. However, the scarcity of staff and urgent demand for direct public services, such as reference and circulation, often prevent some of these indirect services being done adequately.

There is little in the professional literature that gives practical, clear, detailed advice on how to carry out the technical services. Library science courses are often more theoretical than practical. The harried community librarian is reluctant to devote her own precious time to devising effective ways of performing routines the value of which may not be very clear. This manual attempts to describe clearly, practically, and step-by-step, a new method of carrying out the five processes of "reverse selection": inventory, collection evaluation, collection maintenance, weeding, and discarding.

THE CIRCLE OF SERVICE: WHERE "CREW" FITS IN

The method called CREW (Continuous Review, Evaluation, and Weeding) integrates all five processes into one smooth, streamlined, and on-going routine that assures that all these necessary indirect services are accomplished and accomplished in an effective way.


SA (Selection & Acquisition)
CP (Cataloging & Processing)
CREW
CR (Circulation & Reference)

This diagram represents the flow of library services direct and indirect; it is a circle because each process leads into the next. The whole cycle is called "collection building" - a series of on-going routines that continuously adds to, removes from, interprets, and adjusts the collection to fit its users and potential users.

SA is the Selection (through reviews and requests) and the Acquisition (ordering and paying for) of the library's materials.

CP is the Cataloging (including classification) and Processing (accessioning, stamping, pocket-pasting) of the same materials.

Immediately after entering Circulation and Reference (CR) use, the library materials enter the CREW processes of inventory and maintenance. When, through evaluation and weeding, the librarian discovers that the material's useful career is over, it is retired by discarding. Meanwhile, CREW is generating information on the current strengths, weaknesses, gaps, and saturation points of the collection which the librarian uses in another round of Selection and Acquisition (SA). At each step, the librarian uses her special knowledge of library science and library materials and the particular community to meet the needs and demands of the library's users and potential users. CREW is a vital part of good library service. A library that does not evaluate, weed, or discard is like a cart wheel with a fourth of its rim missing. Too many community libraries are having a rough ride on such a broken wheel.

WHY WEED? WHY CREW?

Why are these CREW functions so important, even necessary, for a good, useful community library? Haven't many community libraries done a good job for years without weeding? Isn't CREW simply a fancy name for throwing away books and slowing down a library's growth?

The Six Benefits of Weeding

There are six major benefits of weeding and especially CREWing.

YOU SAVE SPACE. Discarded materials no longer cost money for cleaning, binding, mending, extra stacks, extra catalog drawers, and all the other hidden costs of maintenance which are not cut by lack of use. The librarian will not need to fill the bottom shelves or pile books on top of the stacks and the library will be more attractive and easier to use. There will be space to furnish tables and chairs for in-house study. And that open, friendly appearance that is the trademark of a good community library will be maintained.

YOU SAVE THE TIME of patrons, of the staff, and best of all, of yourself. Crowded shelves, full of ragged books with illegible markings, cost time for anyone looking for a particular book, for pages trying to shelve, or for the librarian trying to use the collection for reference. Filing and using the catalog are impeded by drawers full of worn cards. Library housekeeping, from dusting to relocating Dewey classes, is impeded and made more back-breaking by an overload of useless books.

YOU MAKE THE LIBRARY MORE APPEALING by replacing ragged and smudged books and unattractive rebounds with attractive new books. Circulation can be increased by simply making the shelves look nicer, even if there are fewer books.

YOU WILL ENHANCE YOUR COLLECTION'S REPUTATION for reliability and up-to-datedness and build public trust. It has been said that patrons feel that library books are selected by experts, and to some, the mere fact that a book is in the library, lends authority to it. A fifteen-year-old "pre-Mariner," book on the planets can give the library a credibility gap of astronomical dimensions.

The CREW method provides a CONTINUOUS CHECK on the need for mending or binding, alerts the librarian to lost or stolen books in need of replacement, and guarantees a more accurate volume count.

Finally, CREW provides CONSTANT FEEDBACK ON THE COLLECTION'S STRENGTHS AND WEAKNESSES. This information can be helpful in inviting donations. For example, knowing that the business books are out-of-date, the librarian can approach an organized group or an individual and request well-defined assistance in building an area of special interest and usefulness to them.

CREW keeps the present shape of the collection clearly in mind and helps in planning future directions for it. CREW integrates, not only its own five functions, but every function performed. CREW helps the librarian see the cohesion of every task performed in the library and to see the purpose of every task in relation to the patrons and the collection.

These advantages of weeding, and in particular of CREW, point out the truth of the old Chinese proverb: "Less is more."

THE CREW METHOD IN TEN STEPS

The actual methodology of CREW is deliberately simple. The original procedures have been streamlined through field tests and careful discussion of the actual situation of real community libraries. Top priority in a community library is rightly given to direct service with a human touch. To cut the time and effort required for indirect service, CREW has been streamlined to ten steps, in four time groups, with allowance for stopping this work to attend to patrons. The first step needs to be done only once; the other nine steps form an on-going process which should be continued for the duration of the collection.

One general question of method, frequently asked: Should weeding be done by the head librarian only, or may it properly be delegated? Since the situation varies greatly from library to library, a rule of thumb should be to never let anyone weed who does not already take part in the selection of new materials. On no account should the librarian delegate this function to a volunteer who cannot view the library from the long-range perspective the staff has developed through many regularly-scheduled hours working with and thinking about the collection.

STEP ONE: MAKE WEEDING A PART OF POLICY. Obtain the Board's approval of a written weeding and discarding policy, as a defense against possible policy controversy, and as a guide in the day-to-day weeding. If a selection policy (a highly recommended item) already exists, the weeding policy could form an amendment or appendix to it. Check any legal restraints since some town charters contain rules about disposal of public property, including library materials. If a selection policy does not already exist, establish a definite gift policy allowing you to accept, decline, and dispose of gift books according to your discretion. The following are sample sections that can be added to the library's selection policy statement in the areas of weeding and gift books:

> WEEDING: "Materials which no longer meet the stated objectives of the library will be discarded according to accepted professional practices as described in the publication, The CREW Manual. Disposition of library materials so weeded will be at the discretion of the librarian, subject to all relevant provisions of the Charter of the Town of ________________, and the statutes of the State of Texas."
>
> DONATIONS: "Acceptance of gifts (of books and other library materials) will be determined by the librarian on the basis of their suitability to the library's purposes and needs in accordance with the library's stated acquisitions policy. Use or disposal of gift material will be determined by the librarian."

STEP TWO: BUILD WEEDING INTO THE YEAR'S WORK CALENDAR. Set priorities (those areas of the specific collection most in need of weeding should be weeded first) and schedule the times when you will CREW the collection. As a rule of thumb, one CREWing of an entire collection should take approximately a year, although the first, most thorough, CREWing may well take longer. Allow plenty of time for the CREWing. If done in a careful manner, weeding is a slow process requiring thought and judgment. If there is a peak season for one sort of books (e.g., 500's just before the school science fair), schedule that section for a later time to make the inventory more accurate. Plan to do the weeding during slack hours and slow seasons when there will be minimal distractions.

STEP THREE: SHELF-READ the shelf about to be CREWed to proper order which, in turn, will make inventory much easier and more accurate.

STEP FOUR: GATHER EQUIPMENT on a book truck at the shelf intended for CREWing: 1) the appropriate drawer from the shelf list; 2) a sheaf of slips for the various disposal categories (either a mimeographed form, such as the one illustrated, or blank slips of paper); 3) a colored pencil for inventory (change the color each year so you can spot a book returned after inventory); 4) a note pad and pen; 5) a piece of cardboard; and 6) this manual for reference.

STEP FIVE: FOR WEEDING, study the shelves one book at a time, allowing stretches and coffee breaks to keep yourself alert. Do not do so much at one time that concentration and good judgment are lost. Use the Guidelines Tables beginning on page 20 of the manual, but also feel free to alter the formulas to fit your particular case, using your experience and knowledge of your community. Note any alterations in the margin of this manual (as with Sears and Dewey tables) to maintain local consistency. Place a slip in those books needing treatment or discard (marking the category of handling needed), and replace the books that are fine "as is." If you stop the work temporarily, mark the stopping point with the cardboard. When you stop for the day, turn the shelf list card for the last book considered on edge or tag that card, to mark the starting point for the next day. As a double check, note the call number of the last book on the pad. You may also wish to make notes as you proceed, for a later display, book list, or locally prepared index (e.g., an index to short story anthologies).

DISPOSAL SLIP
ANYWHERE PUBLIC LIBRARY

( ) Bindery
( ) Mend
( ) Consider for Replacement or New Edition
( ) Sell to Public
( ) Sell for Pulp
( ) Donate to __________
( ) Trade with __________
( ) Destroy

STEP SIX: CHECK THE LIBRARY'S HOLDINGS. At the same time you weed, you will take inventory. When examining a book for weeding, make a check mark with the colored pencil on the verso of its title page and on the shelf list card for that book next to the accession number for that copy. Do not check books that are not physically on hand, unless your circulation system is one of the few that file in Dewey order (in which case the books on loan, but not overdue, can be checked in the classes you are doing). In all other cases, take all books returned to the desk after their classes are CREWed without this year's inventory check on their title-page verso, and mark their verso and their shelf list cards prior to placing them on the open shelf. Over a year's time, this method will show you which books are, in fact, lost, stolen, or strayed, and which should be considered for replacement. Any book still unchecked on the shelf list six months after its class is inventoried, may safely be presumed to fall into this category, unless you know it to be at the bindery or long overdue and in process of being retrieved.

STEP SEVEN: CHECK THE PULLED BOOKS AGAINST THE INDEXES the library holds. This process will alert you to a possible high reference-usage item, since the indexes will continually be directing patrons and staff to this book. Such a case might suggest special exemption from the general rules of weeding, and if the book is physically worn, a need for non-circulating status.

STEP EIGHT: TREAT THE PULLED BOOKS ACCORDING TO THEIR SLIPS.

1) Bindery: Prepare bindery forms for books needing binding and store them for the periodic bindery pick-up.
2) Mending: Do the required mending or put the books aside for a clerk or volunteer to mend.
3) Discard: Process the discards by removing all ownership marks; pulling the shelf list and catalog cads for last copies, or crossing out the accession number on the shelf list for duplicates; tearing off the book pockets and book cards; and putting the discards on the book-sale table, storing them for an annual sale, or recycling, or boxing them for burning, garbage pick-up, or the pulp dealer. If recycling, place all cards into the book pocket. The recipient library will have a head start placing the book in circulation if cards accompany the book.
4) Replacement: Place aside for careful consideration, each book needing replacement by a new copy, new edition, or better title on the same subject. For types of disposal, see page 17 of this manual.

STEP NINE: REPLACEMENT CHECKING AND ORDERING. Make replacements at the conclusion of weeding a major Dewey Classification. Compare the weeded books with titles in recent editions of selective bibliographies for possible replacement titles. Further, if the library's collection does not contain any recommended titles in a specific area, consider ordering these listed titles (unless they are in little demand). Selective bibliographies might include the following:

The Children's Catalog (Wilson)
Public Library Catalog (Wilson)
Fiction Catalog (Wilson)
Books for Public Libraries: Selected Titles for Small Libraries and New Branches (Bowker)
Reference Books for Small and Medium-Sized Libraries
Science and Technology: Purchase Guide for Branch and Public Libraries (Carnegie Library, Pittsburgh)

It might also be helpful to consult lists of award-winning books such as Pulitzer Prize Books, National Book Awards, Best Books for Young Adults (ALA), Notable Books (ALA), as well as, bibliographies in Library Journal and those prepared by the Regional Public Library Systems and Major Resource Centers in Texas. Check reviews of new books for the last year and Books in Print for replacement or supplementary titles or new editions.

Place a gold star on the book pocket of each book slated for replacement before re-shelving it, and mark "TBR" (To Be Replaced) in soft black pencil on the author and shelf list cards. (This step will alert you to pull the book and possibly to pull or revise its cards when the replacement comes in.) Prepare the orders for the replacements, with the note, "Repl. (call number)," on the bottom of the order slip as a signal to pull the older book when the new copy is received.

STEP TEN: SET UP DISPLAYS for low-circulation, high quality books that would benefit from better exposure. Plan the displays to be colorful and relevant to current community concerns. If the book still does not circulate, consider it a candidate for trade with another library or for "recycling."

If done routinely every day, this review of the collection will expand your knowledge of the library's holdings, give you a reservoir of possible reference sources, and prepare you for informed selection of new books on the basis of actual usage and the actual strengths and weaknesses of the collection. You may possibly want to coordinate selection of new science books to coincide with CREWing of the 500's. In this way, the feedback between the present collection, its use, and future directions will be strong and direct. This subject-grouping of selection also facilitates allocating purchases evenly to each area of major demand, as opposed to an unplanned way of casually scanning issues of Library Journal and Booklist.

THE CREW GUIDELINES FOR WEEDING YOUR COLLECTION

The formulas given here for the various Dewey classes are rules of thumb based on professional opinions in the literature and practical experience. The formula in each case consists of three parts: 1) The first figure refers to the years since the book's latest copyright date (age of material in the book); 2) the second figure refers to the maximum permissible time without usage (in terms of years since its last recorded circulation); 3) the third refers to the presence of various negative factors, called MUSTY factors. For example, the formula "8/3/MUSTY" could be read: "Consider a book in this class for discard when its latest copyright is more than eight (8) years ago; and/or, when its last circulation was more than three (3) years ago; and/or, when it possesses one or more of the MUSTY factors." Most formulas include a "3" in the usage category and a MUSTY in the negative factors category. The figure in the age category varies considerably from subject to subject. If any one of the three factors is not applicable to a specific subject, the category is filled with an "X".

MUSTY is an easily remembered acronym for five negative factors which frequently ruin a book's usefulness and mark it for weeding.

M = Misleading (and/or factually inaccurate)

U = Ugly (worn and beyond mending or rebinding)

S = Superseded (by a truly new edition or by a much better book on the subject)

T = Trivial (of no discernible literacy or scientific merit)

Y = Your collection has no use for this book (irrelevant to the needs and interests of your community)

On the following pages are the CREW Guidelines by Dewey Class.

CREW GUIDELINES BY DEWEY CLASS

000 (General)

020 (Library Science)	10/3/MUSTY	
030 (Encyclopedias)	5/X/MUSTY	Stagger re-placement sets (e.g., replace Britannica in 1976, World Book in 1978, American in 1980, then a new Britannica in 1982); one new encyclopedia at least every ten years.
other 000's	5/X/MUSTY	

100 (Philosophy and Psychology)

150 (Psychology)	10/3/MUSTY	Try to keep abreast of popular topics.
other 100's (Philosophy)	10/3/MUSTY	Value determined mainly by use.

200 (Religion and Mythology)

Try to have something up-to-date on each religion liturgy represented by a church, synagogue, or other assembly in your community	10/3/MUSTY OR 5/3/MUSTY.	Use 10/3/MUSTY except for areas of rapid change such as Roman Catholic and Episcopal and doctrine which are 5/3/MUSTY.

300 (Social Science)

See that controversial issues are represented from all views and that information is current, accurate, and fair.

310 (Almanacs, Year-books)	2/X/MUSTY	Seldom of much use after two years; add one, discard one every year, to keep only last three years in the collection. All public libraries in Texas should have at least one general almanac and the Texas Almanac; need only last decennial census.
320 (Political Science)	5/3/MUSTY	For topical books; historical materials are judged more on the basis of use: 10/3/MUSTY.
340 (Law)	10/X/MUSTY	
350 (Government)	10/X/MUSTY	Or repeal or constitutional reform, whichever comes first.

370 (Education)	10/3/MUSTY	Keep historical materials only if used. Discard all outdated theories; check with a teacher or principal if in doubt.
390 (Etiquette, Customs) Etiquette	5/3/MUSTY	Keep only basic, up-to-date titles.
Folklore, Customs	10/3/MUSTY	
400 (Linguistics and Languages)	10/3/MUSTY	Discard old-fashioned and unappealing textbooks and school grammars. Need only stock dictionaries for languages being studied or spoken in your community.
500 (Pure Sciences)		
510 (Mathematics)	10/3/MUSTY	
570 (General Biology and Natural History)	10/3/MUSTY	
580 (Botany)	10/3/MUSTY	
other 500's	5/3/MUSTY	But keep basic works of significant historical or literary value, such as Darwin's *Origin of Species*, or Faraday's *Chemical History of a Candle*.
600 (Applied Sciences)		
610 (Medicine)	5/3/MUSTY	Except Anatomy and Physiology which change very little: X/3/MUSTY
630 (Agriculture)	5/3/MUSTY	Keep up-to-date; be sure to collect information on newest techniques and hybrids, if you serve farmers or ranches. Keep *Yearbook of Agriculture* for last ten years, earlier if in demand.
640 (Home Economics)	5/3/MUSTY	Be strict with old sewing and grooming books in which styles change rapidly; however, keep cookbooks unless very little used.
690 (Manufactures)	10/3/MUSTY	Keep books on old clocks, guns, and toys since these items are often collected.
other 600's	5/3/MUSTY	Technology is making such rapid advances that any material over five years old is to be viewed with suspicion. One major exception: repair manuals for older cars and appliances should be kept as long as such items are generally kept in your community.

700 (Arts and Recreations)		
745 (Crafts)	X/3/MUSTY	Retain basic technique books if well illustrated.
770 (Photography)	5/X/MUSTY	Check closely for outdated techniques and especially outdated equipment; if in doubt, check with local photography club or buffs.
other 700's	X/X/MUSTY	Keep all basic materials, especially histories of art and music, until worn and unattractive.
800 (Literature)		
	X/X/MUSTY	Keep basic materials, especially criticism of classic writers. Discard minor writers no longer read in the local schools, unless there is an established demand among non-students.
900 (History and Geography)		
910 (Travel and Geography)	5/3/MUSTY	For guidebooks such as the Fodor series and for descriptive or scientific geography.
	10/3/MUSTY	For personal narratives of travel, unless of high literary or historical value.
other 900's	15/3/MUSTY	Main factors: demand, accuracy of facts, and fairness of interpretation. Discard personal narratives and war memoirs of World War II, the Korean War, and Indochina War, in favor of broader histories of these conflicts, unless the author is a local person, or the book is cited in a bibliography as outstanding in style or insight. Discard dated viewpoints, e.g., the McCarthy Era "World Communist Conspiracy" theory of modern history. Retain all Revolutionary War materials until the Bicentennial ends in 1983, since many papers will be required on the subject.
B (Biography)	X/3/MUSTY	Unless the person treated is of permanent interest or importance, such as a U.S. President, discard a biography as soon as demand lessens. This rule especially applies to ghost-written biographies of faddish celebrities. Poor quality biographies of major figures should be replaced with better ones, if funds permit. Biographies of outstanding literary value, such as Boswell's Life of Johnson, are to be kept until worn, without regard for the biographee's reputation.

F (Fiction)	X/2/MUSTY	Discard works no longer popular, especially second and third copies or old bestsellers. If a book deposit or branch are planned, you might store these for such a purpose. Retain works of durable demand and/or high literary merit; a good, non-topical, well-written novel appealing to universal concerns will continue to circulate at a moderate rate for many years.
YA, J, and E Fiction	X/3/MUSTY	Discard children's and young adult fiction if the format and reading level are not appropriate to the current interest level of the book. Discard topical fiction on dated subjects; discard abridged or simplified classics in favor of the original; discard as many series books, particularly second and third copies, as possible.
J and E Non-Fiction Use adult criteria, but look especially for inaccuracy and triviality which are common faults of over-simplified children's non-fiction.		
Periodicals (Including Newspapers)	3/X/X	Bind only those periodicals in constant use for research and listed in Reader's Guide and other indexes in your library. If financially feasible, buy microfilms of heavy-demand magazines. For the local newspaper, see section, "Local History." Clip other periodicals and newspapers sparingly for the vertical file before discarding.
Vertical File and Government Documents		
VF	1/2/MUSTY	Weed the vertical file rigorously at least once a year. Keep only materials on topics of current interest on which no books yet exist. Often a book will be published on a subject within six months after the materials is placed in the vertical file. Date all material when added to the file.
College Catalogs	2/X/MUSTY	Keep current; keep only those catalogs from colleges of interest to students in your area and one or two universities of national importance.

Audiovisual Materials	WORST	Worn out, Out of date, Rarely used, System headquarters can supply, or Trivial and faddish. Since many media are costly, weeding of such materials, once acquired, must be done as carefully and cautiously as the initial selection and acquisition.
Local History	X/X/X	Your library is also the logical archives of the community, and in many cases, of the county. Retain all books on the history and geography of the city and county, all local newspapers (on microfilm if possible); all accounts of travels through your immediate area; all memoirs of local figures; and all local city directories. Keep most books by local authors (if of any literary value); and some genealogies of important local families. Collect local photographs, playbills, and other ephemera of possible interest to future writers in your area. If possible, start an oral history program; the tapes thus produced, being unique, are not subject to the WORST criteria. If local history materials, particularly unique or rare items, begin to wear or become soiled, make them non-circulating.

WHAT TO DO WITH WEEDED BOOKS: TYPES OF DISPOSAL

The CREW method is well suited to the simple, pre-printed disposal slip (placed in each book when it is pulled) which indicates whether the book is to be sold, recycled, or destroyed; or mended, rebound, or replaced. Mending should be done as soon as possible to forestall further damage. Mending should not require longer than fifteen minutes nor be so extensive as to ruin the book's appearance. Rather than being mended, the book should be sold and replaced (if use warrants)with a newer copy or edition.

There are basically only four ways to dispose of a book:

DESTROY IT: by burning in an incinerator or by tossing it into the trash.

SELL IT: to the public, either at a large annual sale or from a continuous exhibit, or to a used-book dealer or pulp dealer, usually in large lots.

RECYCLE IT: donate books to a hospital, charitable institution, Indian reservation, poor school district, or to a small non-system library struggling toward system membership.

TRADE IT: with another library, or with a used-book dealer, for a book your library can use.

Each method of disposal has its advantages and drawbacks, and, its own pre-conditions.

DESTRUCTION should be reserved for the worst books, the absolutely hopeless cases, and only if the books cannot be sold for pulp. The advantage of this method is that it requires minimal time and effort. The major drawback is that it derives no benefits, in money or public relations, from the discarded books. This method of disposal is also the likeliest to cause a "weeding controversy," since many people are shocked by the "waste" of throwing "good books" on the trash heap. Also, "book burning" has unpleasant connotations. If you can explain that only the worst of the weeded books get this treatment, you will avert unpleasant publicity.

SELLING promotes good public relations and is potentially mildly profitable if you sell books of some residual value and with the clear understanding that the books may contain dated information. Those books which you cannot sell should be destroyed or sold, with other hopeless cases, to a pulp dealer (if one is within driving distance). Make clear the firm policy, explained to each buyer via a sign, never to accept your own discards as donations. Mark all discards clearly to avoid donations from well-intentioned, but ill-informed, patrons.

RECYCLING is not a profitable method, but promotes even better public relations, if only very good discards are disposed of in this way. Giving away junk does not promote good public relations, nor does it help the recipients. A day-care center, for example, will remember your donation of some picture books even if the covers are shabby. You may gain a regular customer for your prettier new picture books and a dozen regular patrons for your pre-school story hour by sincerely considering the wants and needs of the recipient of your discards.

TRADING your "best" discards is both excellent public relations and a shrewd financial move. Trading works only with two specific classes of discard: the high-quality (or, at least, well-reviewed) book that is nonetheless of no interest to your community (e.g., a shelf-sitter in Del Rio might be dynamite in Pampa, and vice versa); or the occasional donated duplicate of a good book of less than two-copy demand. Inquiries about trades can be made over the phone, by letter, or as part of the festivities at the Texas Library Association Annual Conference or system meetings.

Before sending a book to a bindery, compare the cost of rebinding with the cost of a new copy or edition. A rebound book is simply not as attractive as a new book. In some cases, however, notably out-of-print titles, rebinding is the best option. However, often a new copy is almost as inexpensive and is more appealing. Possibly, you might want to remove and save the plastic covered dust jacket from the book before sending it to the bindery since it might possibly fit the rebound volume.

ENCOURAGING THE HESITANT WEEDER - AN EPILOGUE

Hopefully this manual has already shown the place of weeding in the cycle of library service, the benefits of regular CREWing, and the streamlined simplicity of the CREW method. However, there are five often heard objections to rigorous weeding. Since they serve to justify keeping collections unweeded and unreviewed, they need to be considered in this manual.

I AM PROUD OF HAVING A LARGE SELECTION OF BOOKS TO OFFER MY PATRONS. BESIDES, I NEED TO HAVE ENOUGH VOLUMES IN THE COLLECTION TO REMAIN A SYSTEM MEMBER.

BUT - Quality counts more than quantity, both with the patrons and with the Texas State Library. Annual statistics that show virtually no discards, while they will not disqualify you for system membership, could indicate that the collection may be growing outmoded and haphazard. A good library is not necessarily a big library. The level and quality of service the library can offer is of utmost importance. Of course, while the collection is still very near the minimum required, you simply cannot weed quite as strictly as a library safely over the requirement. However, once the volume count exceeds 12,000 (or 27,000), full-scale CREWing should be done in earnest. For service, efficiency counts more than raw size.

IF I THROW THIS BOOK OUT, I JUST KNOW SOMEONE WILL ASK FOR IT TOMORROW.

BUT - This situation seldom actually occurs and is certainly less common than a patron asking for a book not acquired by the library. The "weeded needed" will be few, are less harmful to public relations than a habitually cluttered and unreliable collection, and can be accessed through the Texas State Library Communications Network. Moreover, CREW cuts the "asked-for unacquired," by alerting the librarian to gaps, losses, and the full range of materials available.

WELL, THIS OLD BOOK MAY BE RARE AND VALUABLE, EVEN A FIRST Edition

BUT - Even if the old book dates back before 1900, chances are one in several thousand that it is worth as much as $25.00. Only a handful of unique copies,authors' personal copies, or other treasures sell for more than this amount. Old books are overwhelmingly rubbish or cheap curios. They almost never deserve the glass-fronted cases or separate stacks they too often receive at the expense of library space, time, money, and usefulness. "First Editions" are also worth very little except in rare cases where only a handful of copies remain. The first edition of an unimportant book is worthless, even if it is unique. A high-priced ($30.00 or more) First Edition is almost always a classic or near-classic which was not appreciated when first published. If you have never heard of the title, it almost certainly is not of this sort. If you still think you have a valuable book, send a detailed description of it (more than on the catalog card and including a physical description with condition and any printer's marks) to a reputable antiquarian book dealer for his estimated auction value of the book. (Most real rare books are sold at auctions in New York or London.) Otherwise, take the possibly rare book to the Major Resource Center Library to check the description against American Book Prices Current which lists books auctioned during the past year and the price each brought.

IF I DISCARD A BOOK BECAUSE IT HAS NOT BEEN USED, ISN'T THAT ADMITTING PUBLICLY THAT I MADE A MISTAKE IN SELECTING IT?

SO? Every librarian makes those kinds of mistakes. Selection is not based on scientific formulas or objective measurements. To a very large extent, selection has to be based on the librarian's judgment of books and people. Judgment can be sharpened by training and experience, but it can never be made infallible.

ISN'T WEEDING REALLY JUST IRRESPONSIBLE DESTRUCTION OF PUBLIC PROPERTY?

NO. As explained in the first part of the manual, weeding is a very constructive process which increased the library's ability to give a "full service value per dollar" and which improves the appearance and comfort of the library building. As for "irresponsibility," the CREW method's very first step involves checking any possible legal constraints specifically to avoid violating civic responsibilities. Further, destruction by trashing or burning, is not the only method of disposal; in fact, it is the last-choice option.

WE NEED TO HAVE SOMETHING ON THIS SUBJECT. AND WE NEED EVERY COPY OF THIS CLASSIC FOR THE SCHOOL RUSH.

BUT - Consider the options: Those extra copies could be kept in a storage room until the rush or replaced with clean, easy-to-store, attractive, inexpensive paperbacks. If "something" is needed on a subject, then something good that will be used is needed. If it will not be used, a book, even the only book on a subject like paleobotany, is simply cluttering the shelves. If an unused book clutters, an inaccurate book is worse. If you really need something, acquire something new, accurate, well-written, and sturdily bound.

The point of weeding, and of CREWing, and of all other library functions, technical or public, is to provide your patrons better service, clearer access to the world's knowledge, and entertainment. But streamlining your collection for efficient and reliable use, you are making it easier and faster for the people of your community to find the facts, phrases, and stories they need. Therefore, take this manual and discuss the matter with your Board. Think about it for a while. Then, start working toward efficient, effective service and a high quality collection: Start weeding this year.

OVERVIEW CHART OF CREW FORMULAS

Dewey Class		
000	020	10/3/MUSTY
	030	5/X/MUSTY
	Others	5/X/MUSTY
100	150	10/3/MUSTY
	Others	10/3/MUSTY
200		10/3/MUSTY
300	310	2/X/MUSTY
	320	5/3/MUSTY (Topical) 10/3/MUSTY (Historical)
	340	10/X/MUSTY
	350	10/X/MUSTY
	370	10/3/MUSTY
	390	5/3/MUSTY (Etiquette) 10/3/MUSTY (Folklore and Customs)
400		10/3/MUSTY
500	510	10/3/MUSTY
	570	10/3/MUSTY
	580	10/3/MUSTY
	Others	5/3/MUSTY
600	690	10/3/MUSTY
	Others	5/3/MUSTY
700	745	X/3/MUSTY
	770	5/3/MUSTY
	Others	X/X/MUSTY
800		X/X/MUSTY
900	910	5/3/MUSTY (Geography and Guide Books) 10/3/MUSTY (Narratives)
	Others	15/3/MUSTY

B (Biography)	X/3/MUSTY
F (Fiction)	X/2/MUSTY
YA, J & E Fiction	X/3/MUSTY
J & E Non-Fiction	Adult Criteria; Stress M & T
Periodicals	3/X/X
VF (Vertical File)	1/2/MUSTY
College Catalogs	2/X/MUSTY
AV (Audiovisuals)	WORST (See page???)
Local History	X/X/X

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Junior High School Library Catalog. 2nd ed. Bronx, New York: H.W. Wilson, 1970.

*Fiction Catalog. 8th ed. Bronx, New York: H.W. Wilson, 1970.

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Cook, Dorothy E. and Isabel S. Monro. Short Story Index. Bronx, New York: H.W. Wilson, 1953. (Supplements: 1950-1973)

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The De-Acquisitions Librarian. The Haworth Press, 174 Fifth Avenue, New York, New York, 10010. Quarterly; $16.00/year; index. A new periodical created to help librarians in the development, management, and evaluation of an on-going weeding program in their libraries and to provide a great variety of weeding methods and approaches. The purpose of the periodical is to "discuss the problems involved in the creation and maintenance of secondary storage areas; cooperative programs related to weeding; rational collection development and limited library growth; the relegation of weeded stock; and the relationship between weeding, use studies, and improved acquisitions." The first issue (Spring, 1976) includes an article entitled, "Weeding Monographs in the Harrison Public Library," and a good rational on the importance of weeding.

*Highly recommended.

APPENDIX E

Basic Reference Tools for Public Libraries

Group 1: Basic Level

A collection of materials which will introduce and define a subject and indicate the varieties of information available. It may include selected editions of important works, general surveys, important bibliographies, handbooks, and a few major periodicals. It may, include strong retrospective holdings in subject areas that were at one time, a higher priority of the library.

Libraries serving populations of under 2,500 should own:

Books

* 1 general set of encyclopedias (every 5 years) for use of children and adults (Example: World Book Encyclopedia)
* Dictionary
* World Atlas (every 5 years)
* Almanac (every year)
Readers Guide (abridged)
Occupational Outlook Handbook
Reference Books for Small and Medium Sized Libraries.
Zip Code Directory
State College Catalogs
Abridged Dewey Decimal
Sears or LC List of Subject Headings
Statistical Abstract of the United States
Local Telephone Directory
State of Missouri Telephone Directory (Govt. Offices)
Output Measures for Public Libraries

Periodicals (Back issues or microforms must be retained for 5 years.)

2 News, i.e. Time, Newsweek, U.S. News, etc.

1 Business

1 Women's

1 Library Selection Tool i.e. Booklist
Missouri State Map
Local Newspaper(s)
Show-Me Libraries & Missouri Libraries
Checklist of Missouri State Documents
State Blue Book
Missouri State Statutes

CD-ROM Databases
Bookshelf
Stats Pack
Small Business Consultant

Group 2

Libraries serving populations of 2,501 - 5,000 should own all items in group 1 and:

Books

* 2 General Encyclopedias
* Dictionary of Quotations
Public Library Catalog
(latest ed.)
Children's Catalog
* Index to Poetry
Robert's Rules of Order

Periodicals (Back issues or microforms must be retained for 5 years)

1 Consumer
2 more selection tools
1 Sport
1 Children's
3 News
1 non-local state newspaper

Group 3

Libraries serving populations of 5,001 - 10,000 should own all items in groups 1, 2 and:

Books

* Road Atlas (every 3 years)

* Short Story Index
* Biographical Dictionary
Unabridged Reader's Guide

* Play Index

* Musical Dictionary
* Unabridged Dictionary
* College Guide
* Medical Dictionary
* Law Dictionary
City Directory (if available)
Thesaurus

Periodicals (Back issues must be retained for 5 years)

100 - 150 Indexed periodicals
(1 subscription/100 population
served) or (local access to)
Current Biography
3 Newspapers
1 National/Regional
1 non-local state
I local

Group 4

Libraries serving populations of 10,001 - 15,000 should own all items in groups 1, 2, 3 and:

Books

Books in Print or
Cumulative Book Index
Forthcoming Books in Print
Missouri Directory of Mining & Manufacturing
* Bible Concordance
Encyclopedia of Associations (every 3 years)
A Writers Handbook
A Secretarial Handbook
Abbreviations Dictionary

Periodicals (Back issues or microforms must be retained for 5 years)

100 - 150 Indexed Periodicals
(1 subscription/100 population served or local access to)

Group 5

Libraries serving populations of 15,001 - 25,000 should own all items in groups 1, 2, 3, 4 and:

Books	Periodicals (Back issues or microforms should be retained for 5 years)
Junior/Senior High Periodical Directory	150 - 200 Indexed Periodicals Catalog (1 subscription/100 population)

Group 6

Libraries serving populations of over 25,000 should own all items in groups 1, 2, 3, 4, 5 and:

Books	Periodicals (Back issues or microforms should be retained for 5 years)
American Book Publishing Record Book Review Digest 1 Business Reference Services	250+ Indexed Periodicals (1 subscription/100 population served) or (local access to)

* As recommended in Reference Books for Small and Medium-Sized Libraries (ALA)

ALTERNATIVE REFERENCE COLLECTION 2:

BASIC REFERENCE TOOLS FOR PUBLIC LIBRARIES

A reference collection makes the informational role of the public library effective. Without a sound reference collection and a trained staff to use it, a library becomes ineffective. Reference materials are of two kinds: books and periodicals; you also need your own books and periodicals for selecting, buying, and cataloging materials. These three sets of tools, therefore, are the core of sound library operations. Listed below by category are materials that comprise the core reference collection:

BOOKS:

Encyclopedias: Americana, Colliers, or World Book
Dictionaries: Webster's, Random House, etc.
Atlases: World, regional, national, road
Almanacs
Bible Concordance
Missouri Directory of Mining & Manufacturing
Encyclopedia of Associations
A Writers' Handbook
A Secretarial Handbook
Abbreviations Dictionary
Quotations tools: Bartlett's, Stevenson's, etc.
Index to Poetry
Robert's Rules of Order
Thesauruses
Short Story Index
Biographical Index
Play Index
Musical Dictionary: Groves
College Guide
Medical Dictionary: Steadman or Saunders
Law Dictionary
City Directory (if available)
Readers Guide to Periodical Literature
Junior/Senior High Periodical Directory
American Book Publishing Record
Book Review Digest
Business Reference Service: Standard & Poor's
*Occupational Outlook Handbook
*US Zip Code Directory
*Statistical Abstract of the United States
*Local Telephone Directory
*Missouri Telephone Directory--for governmental offices
*Missouri State Map
*Checklist of Missouri State Documents
*State Blue Book
*Missouri State Statutes
*Chase's Annual Events
*Washington Information Directory
*Statistical Abstract for Missouri
*Toll Free 800 Directory
*Missouri Government and Politics

PERIODICALS:

General News: Time, Newsweek, US News
Business: Business Week, Forbes, Fortune
Consumer: Consumer's Digest
Sports: Field & Stream, Sports Illustrated
Children's: Humpty Dumpty, Highlights
Women's: McCall's, Working Woman, Womans Day
*Show Me Libraries *Missouri Libraries
Other periodicals as indexed in Reader's Guide
Newspapers: local, regional, national, international

SELECTION AND MANAGEMENT MATERIALS:

*Reference Books for Small and Medium-Sized Libraries
*Output Measures for Public Libraries
Book Selection Periodicals: Booklist, Kirkus
Cumulative Book Index
Forthcoming Books in Print
Dewey Decimal Classification
Children's Catalog
Books in Print
*Practical Public Library Administration
*Sears or LC List of Subject Headings
Public Library Catalog

*Recommended for first purchase

The broader your range and scope of materials, the better will be your library in its informational role. You should try to have as many of the items listed as possible. The smaller the community you serve, the lesser the likelihood you can purchase all materials. Therefore, we suggest the following purchasing strategy based on community size.

FOR THE SMALLEST LIBRARY:

Books	Periodicals
All starred items	All starred items
1 General encyclopedia (every 5 years for use by both children and adults)	2 news
	1 business
	1 Women's
Dictionary	Local newspaper
World Atlas (every 5 years)	

Management and Selection Materials: All starred items; Abridged Reader's Guide; Abridged Dewey Classification

FOR LIBRARIES SERVING 2,501-5,000: All items above plus:

Books	Periodicals
2 General Encyclopedias	1 Consumer
Dictionary of Quotations	1 Sport
Index to Poetry	1 Children's
Roberts Rules of Order	3 News
	1 Non-local state newspaper

Management and Selection Materials
- Public Library Catalog (latest edition)
- Children's Catalog

FOR LIBRARIES SERVING 5,001-10,000: All items above plus:

Books
- Road Atlas (every 3 years)
- Short Story Index
- Biographical Dictionary
- Unabridged Reader's Guide
- Play Index
- Musical Dictionary
- Unabridged Dictionary
- College Guide
- Medical Dictionary
- Law Dictionary
- City Directory
- Thesaurus

Periodicals
- 100-150 indexed periodicals
- Current Biography
- 3 newspapers
  - 1 National/Regional
- 1 Non-local state
- 1 Local

FOR LIBRARIES SERVING 10,001-15,000: All of the above plus:

Books
- Missouri Directory of Mining & Manufacturing
- Bible Concordance
- Encyclopedia of Associations
- A Writers Handbook
- A Secretarial Handbook
- Abbreviations Dictionary

Periodicals
- 100-150 indexed periodicals (back issues must be retained for five years.)

Management and Selection Materials
- Books in Print, or
- Cumulative Book Index
- Forthcoming Books in Print

FOR LIBRARIES SERVING 15,001-25,000: All of the above, plus:

Books
- Junior/Senior High Periodicals Directory

Periodicals
- 150-200 indexed periodicals

FOR LIBRARIES SERVING OVER 25,000: All of the above, plus

Books
- American Book Publishing Record, or
- Book Review Digest
- 1 Business Reference Service

Periodicals
- 250 + indexed periodicals

APPENDIX F
TRUSTEES AND COMMUNITY INVOLVEMENT

Section 1: Community Studies.

I. A Community Study refers to the process of collecting information about the library and its community. Information collected in a community study is used to:

1. Identify factors in the library's environment that may affect the provision of services;
2. Reveal community needs for library services;
3. Demonstrate to the community decision makers the library's understanding of its services and its community;
4. Suggest possible library roles, goals, and objectives.

II. Information gathered about the community includes, but is not limited to:

1. Age, sex, ethnic, and educational characteristics;
2. Birth, death, and unemployment rates;
3. Mix of business, agricultural, industrial, and services sectors;
4. Economic cycles;
5. Institutions, clubs, societies, religious groups, traditions, and history;
6. Agencies, libraries, schools, newspapers, magazines, bookstores, radio and television stations.

III. Information gathered about the library includes, but is not limited to:

1. The building (its age, condition, traffic patterns, signage, appearance, location, accessibility, parking, space needs);
2. The collection (breadth and depth of holdings, available formats, use patterns, condition, patron requests);
3. Staff (educational levels, salary and benefit comparisons with other libraries or departments, length of service, job satisfaction, workload, opportunities for training or continuing education);
4. Management (efficiency and effectiveness of departments, administrative procedures, communication, and networking);
5. Budget allocation (adequacy, comparison with other libraries, analysis of allocating by service or budget category).

IV. Sources for the above information and/or methods of collecting the data include the following:

1. Census materials;
2. Government documents (e.g. County and City Data Book);
3. Other published statistical information;
4. Local reports/surveys by other agencies;
5. Output measures;
6. Surveys;
7. Focus Groups.

Surveys are the most thorough means of getting input from a cross-section of various community members. Library surveys obtain information directly from individuals such as library users, staff, and citizens. Surveys may be done in person, by telephone, by mail, or with a variety of drop-off and pick-up methods. Surveys are flexible, adaptable, and efficient, but require careful design, pre-testing, administration, and interpretation. The Materials Available Survey which is performed during Output Measures is an example of a library user survey. Citizen surveys are most effectively conducted by telephone or by mail, and samples of questions to include survey designs may be obtained from the State Library.

ANALYZING THE LIBRARY'S COMMUNITY[5]

NOTE: The format of this booklet consists of a dialogue between a trustee and a librarian, each from a different library.

The literature on community analysis is comprehensive; we do not feel we should rewrite what has already been presented by experts in this area. Instead, the authors will provide a discussion about community analysis, with some pros and cons and alternative approaches presented. This booklet should be read by trustees and librarians in conjunction with more specific material on community analysis as a tool to assist them in determining if they should undertake such a project.

Trustee: My experiences and observations at my library have led me to become very leery of engaging in the use of some of the best-known and most-used techniques for community analysis. On the other hand, I have a considerable degree of confidence in some sources that are not especially favored by the library community.

Our most effective and meaningful two-way communication with the citizens of our community was, in my opinion, our 1975 referendum for increasing the limit of taxation from 15 to 29 cents per $100 valuation. This was a matter of sufficient interest that it evoked a great deal of discussion of the current programs and future plans for the library. Passage of the referendum was a clear statement of the need of the community for the proposed improvements in library service.

Our board believes, as I do, that our citizens "vote with their feet" when they walk into the library or decline to do so. We feel that we have, in a sense, a continuing "referendum" approval in that 71% of those eligible have a current, active library card.

We presume that our citizens would give us good information in a house-to-house canvass of the entire city, provided that we were able to formulate a questionnaire that was sufficiently brief and relevatory. However, the experiences of other libraries (as reported to us) indicate that brief questionnaires generally contain unsuspecting ambiguities and omissions, and that the canvassing process is inordinately expensive.

Librarian: There is no doubt that formal community analysis is time-consuming and costly. Even one single aspect of that process, a community survey, requires a commitment of resources. The type of survey conducted, be it a mail, door-to-door, or telephone survey, will influence the amount of time and funds needed. Will trustees, staff, or volunteers conduct the survey? Who will prepare the survey instrument?

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[5] Staley, Merton and Jill Holopigian. Trustee Facts File: Analyzing the Library's Community. Chicago: Illinois Library Association, 1987.

Who will analyze the data and how?

Still, many libraries feel compelled to participate in some form of community analysis. In fact, Avenues to Excellence requires that you survey your community every five years. Another reason libraries become involved in assessing their community's needs is that accountability has become a major issue for taxing bodies in recent years. If our goal as a public library is to provide the information which people in our community need, when they need it, there must be some measure of insuring that we can answer the questions, "Who are the people?" and "What are their needs?"

Beyond that, I think many use community analysis and citizen surveys as a form of public relations. The act of examining the community's character and sentiment toward the library as an institution is not solely to provide the library with information, but also to communicate to the public the goals, priorities, and services of the library. At our library, we conducted a random telephone survey recently, utilizing volunteers to make calls, while staff tallied and analyzed results. There were not many surprises when the responses were examined. Probably the greatest benefit, though, and one we feel justified the time and cost involved, came from the "plant" question which asked the participant to respond "yes" or "no" to being aware that the library provided...(a list of twenty services and materials). Even if they answered "no" at the time, they were made aware by simply taking part in that survey.

Trustee: We would not be comfortable making a telephone survey of 400 persons and using an analysis of their comments as the basis for planning or deciding policy. We are more inclined to give credence to reports from our professional staff based on their day-to-day contacts with our patrons. I'm sure that much of what they report is based on a subjective analysis of a great many brief conversations, but I find that they also use brief single topic questionnaires. For example, the parents who brought their children to story time programs recently were asked to fill out a questionnaire about their preferences in scheduling and types of programming. Similar questionnaires have been used for participants in adult programs, holders of business library cards, senior citizens, and browsers in the adult fiction collection. The cost for these questionnaires is negligible.

Librarian: The reports and opinions of staff members are important and very relevant to library decision and policy making. So is input and evaluation from all of the groups you mention. What you have, though, is feedback from library "users." Can you justify basing your budget allocations, materials purchasing policies, and program plans on what your users want? What about the segment of your community who rarely, or never, uses library services? There needs to be a mechanism for discerning the reasons why many people don't use the library. How are you reaching those people?

Trustee: One of the things that we do is to attach a library promotional page to the city newsletter four times a year. We're not sure whether this has been of significant value to our patrons or has made patrons of nonusers, but the cost is moderate and we have the satisfaction of knowing that it goes into every household.

Librarian: Written publicity, press releases, and newsletters are among the most widely-used means of advertising library activities and services. We can be fairly certain, however, that it's the people who use the library who read that information. It's also true that we usually write about programs and less often about telephone information, reference and interlibrary loan services, and our collections, some of the most fundamental aspects of our purpose.

I want to know why we have nonusers. Is the building too far away? Are our collections outdated or inappropriate to the socioeconomic or educational levels of the community? And what about the written publicity? If a significant percentage of the community doesn't read or speak English, your English language newsletter goes into the trash. We should be able to promote ourselves to the entire community, so that all residents can use the library for their specific information needs. It is those nonusers whose identity might be determined through a random sample survey or through a community study.

There is a wealth of information already available which can be used to ascertain standard census statistics about age, educational level, size of households.(1) That community profile is a first step in community analysis and should be used as a vital part of any long-range plan for a public library.

Again, I think the point to be made here is that library users are, for the most part, satisfied.(2) A library board needs to decide if they are going to address only the concerns of the active, visible library user or subscribe to Will Manley's perspective on nonusers' "rights" to be considered in the planning:

> It is a failure to live up to the public library mission of service for all kinds and conditions of people--not just the young, white, literate middle class, but also to the poor, the uneducated, the handicapped, the elderly, and the oppressed minorities of our society. If we cannot serve the people from these groups by bringing something valuable or self-realizing to their often unbearable lives, then it is time to talk about the death of the public library.(3)

Trustee: In our community, a population of nonusers of library services would find it difficult to hide from our staff for an appreciable time. We have people visiting classrooms in all the elementary and junior high schools, we cooperate extensively with high school teachers, and we send people to nursing homes, park districts, and senior citizen centers. Most remarkable to me is the service provided to a classroom of autistic children. If there is an undiscovered population of library nonusers in our city, they must not have any children, students, or handicapped people among them.

Librarian: Our communities are not typical of the public libraries in Illinois. More than half of the more than 600 libraries serve populations under 5000,(4) and many have less than one full-time librarian. The kind of outreach you have described is simply not possible for those libraries. Of course, it is also difficult for those libraries to conduct a detailed community analysis. It is possible for the board to participate in an assessment of that community's needs, and, by utilizing information from other sources, to develop a plan of service appropriate to their community.

Input from residents other than board members may serve several purposes. The public sees the library board as a group who attempts to act in their best interests, thereby creating a positive public relations gesture. Secondly, "citizens who participate in a survey or study are more likely to see that results are carried out; a good solid core of citizens working on the study will provide momentum for action."(5)

Trustee: I recognize that our community is not entirely typical of Illinois libraries, even for communities of about 20,000. But I suspect that our library board has one characteristic in common with a great many others. It is composed of people who are deeply concerned about making decisions that affect the services available to citizens and about the resulting tax burden. This is very commendable in any public body, but it can be carried to an extent that will reduce such a body to impotence.

My personal admonition to library board members is that the people who have placed them in office have extended a great deal of trust in doing so. As trustees, we should respond in kind by having confidence that these same people will support the actions we take in good faith.

Librarian: I have a feeling that, in most cases, the library board does not represent a cross section of the community but is more of a special interest group. Persons with an interest in library services or political position may not reflect the populations in your community who are not library users. In any type of community analysis or planning process, there is certainly a valid rationale for using an elected board as a planning committee. I don't think you want to preclude that outside participation, however. While the general public may have less knowledge of trends and technologies in the library field, they are, nevertheless, the taxpayers for whom we are providing our services.

Trustee: About two years ago, our board felt the need for feedback from the community regarding library costs versus benefits. We sent a letter to approximately one hundred community leaders, inviting comments. Several weeks later, the same "open letter" was published in the local newspaper and in the city newsletter. Fewer than twenty replies were received; all but two were from the direct mailing to community leaders. The replies were thoughtful, interesting, and informative, but obviously not at all representative of our population. In subsequent one-on-one conversations with acquaintances, board members reported that the prevailing attitude seemed to be, "We don't have all the facts and don't want to take the time to become familiar with them. That's what the library board is for...to get the facts and make the decisions. "I feel comfortable about moving (cautiously) in that direction.

Librarian: Even if what you propose were true, and our library boards typically reflected their community's attitudes, community analysis is still practical and useful. Assessing the community environment and the characteristics of the population is the first step in the planning process as proposed by the Public Library Association (PLA) in A Planning Process for Public Libraries. This includes determining possible information needs, the resources in the community available to meet such needs, and the economic, political, and other influences which encourage or deter the delivery of library services.(6)

The Planning Process premise that libraries want to set their own standards based on community needs can only work if a solid framework from which to draw that information has been established. After this type of community assessment is recognized, a library board can successfully plan where they want to be and how they intend to get there. Illinois libraries working with Avenues to Excellence may take that process a step further and evaluate their levels of service based on their individual goals. Regardless of a library's size, long-range planning is necessary to develop a library program to its fullest potential. Planning, based on carefully collected data, can be used to increase accountability, to promote community satisfaction with responsive services, and to generate public awareness and support.(7)

Let's not forget that community analysis and PLA's planning process are two rather elaborate tools for assessment and evaluation of needs and services. There are many informal, more casual ways to gather information which library boards and staffs can take advantage of. The surveys of special interest groups you mentioned are one. Participation in community organizations is another avenue for getting to know your community. Being involved, not as a trustee or library administrator, but as a taxpayer and resident offers an opportunity to look more objectively at the way people use and perceive community services.

Trustee: Unquestionably, community analysis has its place and can be invaluable to a library board and the community it serves. However, I feel that the justification should be very well established before any significant effort or expenditure is made. I suspect (without any factual information whatever to support the suspicion) that the majority of community analyses are done primarily because it is a requirement in Avenues to Excellence, and no library can receive an "A" rating without complying. In such a case and in the absence of valid, separate justification, I submit that a library board should conduct the absolute minimum pro forma community analysis, at the least possible expense, and doggedly refuse to be misled by resulting data of doubtful reliability.

Recently, our board had to decide whether to enlarge the library building. We obtained the considered advice of our professional staff and hired professional consultants to review our situation. We kept the local newspaper well informed of our actions and deliberations. We visited privately with the mayor and several alderman, exercised our best judgment, and then announced our intentions to the world to find out how many people would scream and who they might be. Nobody screamed, many applauded, and our plans to build are now well under way. We recommend this mode of operation to other library boards in similar circumstances, and we intend to continue in much the same manner in determining what library services should be added, expanded, or eliminated. We recognize that there might be a reason for us to conduct a comprehensive community analysis at some time in the future, but at present we have no idea what that reason might be.

Librarian: As a community leader, I can agree with your philosophy and the process you followed. Decisions regarding space allocations are probably best made by the professionals. As a library administrator charged with the responsibility of allocating resources and juggling a shrinking dollar with an inflated economy, however, I want to have facts upon which to base my decisions. I commend the notion that a library board must trust its director's judgement, but I also suggest that as the director, I want to be able to combine my perceptions and my judgement with the knowledge that comes from periodically assessing the community, its growth, its development, its changing needs.

CONCLUSION

The authors recognize that Illinois libraries are vastly different in size, economic status, political makeup. The ideas represented in the preceding dialogue are not always our personal opinions but do express points of view we felt should be presented. In conclusion, we urge trustees and librarians considering community analysis, a "planning process", or any other form of long-term evaluation to carefully examine the reasons, the costs, and the potential benefits from your actions. Read a number of the fine documents listed in this and other bibliographies and then proceed with every intention to complete your task and use the results in your future planning.

The Public Library Association is embarking on a "Public Library Development Program" to be completed in 1987. One of the goals of that program is "to enable libraries to establish priorities that meet community needs."(8) That is really what we all strive for, and each library must decide if community analysis will help its library achieve that goal.

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LONG- AND SHORT-RANGE PLANNING[2]

Planning is of special significance to libraries. According to Webster's Third New International Dictionary, it is "the act or process of making or carrying out plans; specifically the establishment of goals, policies or procedures for a social or economic unit." The first part of the definition implies "short-range planning" for the library, while the second part of the definition involves "long-range planning."

All library administrators, staff, and trustees recognize the need for short-range planning in areas such as programming, staffing, maintenance of the building, collection development, and budget preparation and execution. However, many library boards have not, in fact, participated in long-range planning which would establish goals and the policies and procedures to carry out these goals for the perceived, future needs of the library community. Needless to say, both long- and short-range planning are essential for local libraries to meet the needs of the community, for system libraries to meet the needs of its member libraries, and for the state and national libraries to meet the broader and specialized needs of their constituents.

Long-range planning is especially necessary for library administrators and boards of trustees today. Traditionally, the Public Library Association (a division of the American Library Association) has set national standards for public libraries that serve as the criteria for adequate public library service. In recent years, however, the library profession has realized that while standards are still needed as a means to evaluate library performance, national standards are no longer appropriate as the sole means of evaluation. Each public library needs to set its own standards by evaluating its services according to the needs and the level of performance desired by the community. Since the range of potential library services available in the 1980s is expanding enormously, a public library, to be most effective in fulfilling its public responsibility, must focus on the needs and desires of the particular community it serves in the context of the total services available in the surrounding area. It is imperative that each library carefully analyze community needs and services that already exist in the area before establishing goals and standards as well as policies and procedures to implement them.

A long-range plan, based on knowledge of the community, community expectations, resources of the community, and a realistic projection of the future needs of the community, will enable the library trustees and administration to better perform their legal responsibilities of operating the library efficiently and progressively. A long-range plan will: (1) give overall direction to the institution, (2) give general guidance to the staff, (3) satisfy funding authorities and other organizations that the library is properly managed, and (4) establish a mode of communication with the public by having available a document of organizational planning. Each library (local, system, state, or national) must participate in the long-range planning process, both individually and collectively (as a member of a group or network), in order to carry out its legally-prescribed duties.

PREPARING TO PLAN/DEVELOPING AN APPROPRIATE STRATEGY

A stimulation for planning must be generated before any type of organizational planning may occur. Ideally, both the administration and board should be interested in the pursuit of planning, and either one may provide the leadership. Some of the ramifications of planning, including community and organizational analysis and change, may generate board and/or staff anxieties. Therefore, necessary steps must be taken to prevent premature frustration and/or ineffective planning.

Local planning, or the success of it, depends upon knowing how to start and realizing the preparation is the vital beginning. Planning is a process and circumventing that process may occur by dwelling on parts of the whole without understanding the whole.

Selecting the planning committee members is an important first step in any type of planning process. The planning committee should be small enough to be effective yet large enough to represent the community. Ideally, the board, staff, and community should be represented. The following groups should be considered for representation:

1. Board
2. Administration
3. Staff
4. Library users
5. Nonusers
6. Educational community
7. Business community
8. Governmental bodies
9. Special interest groups

A diverse group invites healthy discussion and board representation. The committee as a whole should not exceed more than twelve to fifteen members. It is also important that the group have a leader/chairperson. The chair may be a board member, library director, or some other person officially connected with the library.

Occasionally, board members may feel uncomfortable about including citizens on their planning committee. Excluding citizens is acceptable if the rationale is proper. A desire to exclude public opinion is not acceptable. However, public representation and input can be achieved in other ways. The library board represents the community if board members recognize and attempt to fulfill community library needs. Therefore, a board planning committee without citizen membership can be a viable one.

It is essential that the purpose of the committee be identified and understood. Certain committee members may not understand the role of the library, much less that of the planning committee. Therefore, the committee purpose must be explained, if already determined by a higher authority (e.g., the library board), or carefully developed and mutually understood by members. In addition, the committee should translate its general purpose into a specific action/responsibility schedule. The question of purpose may be self-explanatory, but knowing who is to do what and when must be determined at an early organizational stage. This planning to plan establishes the scope and specifics of the process. A lack of direction at the early stages of the process may easily result in premature planning or no planning at all.

Determining local planning needs implies (a) an awareness of why planning is important for your library and (b) a means by which the process is tailored for local purposes. The need for planning may vary for individual libraries; it may serve as a means for evaluation, change, and/or organizational direction. Modifying the process implies that it is important to adapt or develop your procedures according to your purposes and available resources (personnel, time, etc.).

Determining or tailoring a planning process should involve a review of available planning models. A Planning Process for Public Libraries (ALA publication, 1980) presents a recommended planning procedure as prepared for the Public Library Association. This procedure should be considered a viable planning process in original and modified form.

Preparing to plan should also involve an awareness of other organizational plans which may affect local library planning. This includes knowledge of plans developed by the respective municipality, neighboring libraries, area library systems, and state library. Knowing the focus of these organizations generates a conscious perspective throughout the planning process. Duplication or a difference of effort and priorities should be a conscious decision and not an afterthought or reaction.

Another preface to planning is an analysis of the community. This is important because the planning committee should understand the characteristics of its population as they relate to the public library. The community assessment should identify:

1. Physical, social, and cultural community characteristics
2. Cultural, educational, and informational resources of the community
3. Demographic and economic data
4. Position of the library within the community

Information for the community assessment is primarily acquired from census data, surveys, and planning documents. As explained later, this acquired information will facilitate the identification of community library needs.

An evaluation of current library services and resources is also necessary. Once the planning committee has constructed and used the community profile to better understand the community, it must evaluate the library's performance. Evaluating oneself is indeed a challenge but often a reward for all parties concerned. The evaluation should be based on statistics, surveys/interviews, and achievements related to previous and current goals and objectives.

Library statistics are usually maintained on a regular basis and those of particular applicability include:

Input

1. Income
2. Staff (number of clerical, paraprofessional, professional, etc.)
3. Material collections (size and diversity)
4. Facilities

Output

1. Circulation
2. Programs (number and attendance)
3. Registered borrowers (number)
4. Information requests (number of reference questions, interlibrary loans, etc.)
5. Populations served

Utilizing library statistics can be especially effective when evaluated for a period of time and/or compared with other libraries.

Surveys may also be utilized to generate evaluative information. The staff, users, and citizens are possible survey recipients depending upon the desires and needs of the committee. Such surveys are presented in A Planning Process for Public Libraries and may be modified as desired. The usage of questionnaires during the survey process is not necessarily a sophisticated process, but attention should be given to related questionnaire methodology (composition, distribution, and analysis).

A review of organizational achievements is a basic but important aspect of evaluating library resources and services. Library planning is usually conducted for the development of goals and objectives. Prior to a formal planning process, an organization may have established priorities and/or basic goals as a form of short-range planning. These deliberate endeavors and any related achievements should be reviewed as a direct form of evaluation. Formal long-range goals as developed during the planning process may readily interrelate with previous efforts.

PLANNING

All libraries share a common purpose. According to the Illinois Library Association, the common purpose is:

"To provide access to the universe of information and to make as much of this universe as is of immediate relevance and interest maximally accessible to the community it serves."

However, it is essential that each library board of trustees promulgates its library's own purpose or mission to meet its own particular needs and desires. While brief and of a general nature, this purpose, based on the community and library evaluation, should have specificity for the particular community served by the library. The purpose should provide the basis for the development of the goals and/or objectives of the long-range plan. The articulation of the 'purpose' should set the tone for the long-range planning process to be carried on by the board of trustees.

The planning process is actually begun by determining the specific community library needs. In order to make a proper assessment of the community's library needs, a study of the statistical, demographic, cultural, sociological, and economic data that has been gathered is foremost on the agenda. An assessment of population growth (demographic) trends in the community may show a stable population growth but an increase in the number of senior citizens in the community. The committee will possibly decide that the existing building is adequate to meet future needs but will have to make decisions as to how to best serve the aging population and at what expense to other age groups in the community. Analyses of patron, citizen, and staff surveys are used to determine if the existing collection meets the needs of the members of the community. Members of the committee will consider the pros and cons of maintaining a quality collection vs. adding popular items such as videos and best sellers. Programming (how much, what type, and at what expense) will be dependent on the analyses of various surveys. The cultural and socioeconomic status of the community, along with per capita usage, will help to determine if the staffing and collection are adequate to meet the expectations of the patrons. Knowledge of the community's tax situation, political make-up, and amount of public support is needed in determining which library resources are affordable. Comparative statistics on the library in relation to others in the networking community must be evaluated in order to determine the library's future focus in relation to the standards of other members of the networking community. All of this information on the library, the community it serves, and its networking community will enable an individual library's planning committee to determine the needs of its particular library.

A very important part of the planning process is reviewing the results of the library evaluation. For this review of services and resources, the manual Avenues to Excellence prepared by the Illinois Library Association is of inestimable value. Using Avenues to Excellence as a guide, a library can easily determine whether it meets the minimum standards for its particular type of library. For example, in the area of "services," three minimum standards are: (1) information requests handled within 24 hours, (2) status reports within 24 hours, and (3) reference service provided all hours library is open. There are sixteen standards in all. The final one states that the library that doesn't comply with all standards will incorporate those standards into the goals or objectives of its long-range plan. Whether a library is an A (Excellent), B (Middle), or C (Minimum) library can be determined by quantitative measurement of the services. A 50% reference fill rate is a C, a 65% reference fill rate is a B, and an 80% reference fill rate is an A or excellent library. Some sections, such as the section on personnel, do not have different levels of achievement. Each library must be an A library in order to meet minimum standards. But in most areas, each library will determine where it wishes to strive for excellence and where it will be satisfied with minimum standards. This will, of course, be determined by an analysis of data regarding the community it serves, the system of which it is a member, the number and type of patrons served, and its economic resources.

After the planning committee has determined its specific community library needs and has reviewed its current library services and resources, it can establish the procedures for developing the goals and objectives which are really the crux of its long-range plan. The goals it seeks to establish may be of an ethereal, long-term nature representing ideals that, though constantly strived for, may never be attained in full measure. However, the goals should be of three types: (1) service (awareness, access, usage, etc.), (2) resource management (materials, building, automation, etc.) and (3) administrative or directional goals (planning, finances, intergovernmental relations, etc.). Objectives are more concrete in nature and must be capable of being measured, either by quantity or by a certain time or date. An example of a goal would be to make the collection as relevant as possible to the needs of users, including works of quality as well as an appropriate selection of items in popular demand. The objectives under this goal would be: (1) to continue and complete the weeding of the collection, (2) to continue and complete staff evaluation of the collection, (3) to obtain statistics on collection usage from the computer, and (4) to examine periodical usage.

It is essential to include measurement criteria in the long-range plan in order to determine if the objectives of the plan are being met. Measurement criteria should include: (1) staff, citizen, and student surveys to determine the effect of the plan on the community, (2) output measures determined by a patron survey which will indicate if the plan has been successful in meeting the needs of the public, and (3) department objectives which will give guidance to the staff and enable them to evaluate how well the objectives of the plan are being met.

IMPLEMENTING GOALS AND OBJECTIVES

The development of goals and objectives is the product of planning through research, analysis, and foresight. However, this work must be implemented to achieve the benefits of planning.

The implementation process begins with an awareness of the long-range plan. This implies that a conscious effort must be initiated to facilitate public and staff understanding. Explaining the long-range plan to the public and staff assures a proper initial awareness of what is being pursued. This awareness may be stimulated with press releases, staff meetings, and other forms of awareness, but attempts should be made to inform the staff and public about the long-range plans in order to gain their understanding and support.

An action and responsibility schedule should be developed by the planning committee to set priorities. The specifics of implementation must be identified. Otherwise inadequate/inappropriate actions and/or a duplication of efforts may occur. The library director must specifically direct this implementation stage in order to prevent misunderstandings and the placing of unrealistic burdens on the staff.

It should also be emphasized that the temptation of pursuing too many objectives within a short amount of time should be resisted. Making progress is important, but disorganization or excessive commitments will jeopardize possible achievements. Therefore, it is important to prioritize the objectives and incorporate these priorities in the action and responsibility schedule.

The goals and objectives of the library plan steer the future direction of the library. The specific methods, procedures, or strategies used to accomplish those goals and objectives must be developed with staff expertise and board approval. The following chart serves as an example of how to plan for the implementation/achievement of goals and objectives:

Fulfilling goals and objectives can be the "fruit" of planning -- the opportunity to achieve a better library. As a result of this planning process, improved and/or enhanced library materials and services should be available for the community.

PERFORMANCE ANALYSIS AND SUBSEQUENT PLANNING

A long-range plan is of little value unless the execution and performance of the plan as a whole are carefully analyzed by the long-range planning committee, the board, and the staff of the library. In reviewing and measuring the progress and success of the plan, the committee will use the measurement criteria which have been included in the objectives of the plan: (1) user surveys to determine the effect of the plan on the community, (2) output measures to determine if the library has improved in its ability to satisfy its patrons, (3) departmental objectives which will determine if the plan's objectives are being accomplished by a certain date, and (4) collection development reports to substantiate that the proposed changes in developing the collection are taking place.

These measures will be carried out on an ongoing basis and will be considered by the planning committee at its regular meetings. The staff and the long-range planning committee will be responsible for informing the board of trustees about the progress being made in carrying out the goals and objectives of the plan. In addition, a progress report may be published in a library or community publication in order to better inform the public about planning developments in your library.

Since no plan is perfect, unexpected events necessitate changes in any plan, and changing times present new problems and suggest new approaches to meeting the goals of the library, it is necessary for the committee to periodically update the goals and objectives of the plan. Unless some crisis requires immediate updating of the goals and objectives, this should be done on an annual basis by the long-range planning committee. It is preferable that this be done by a committee of the whole board, the administrative staff, at least the departmental heads of staff, and representatives of the community at large. This committee of the whole would meet several times to assess the performance of the plan, review the progress made on the execution of the goals and objectives, and do subsequent planning. This would result in the production (by the committee of the whole) and adoption of a revised long-range plan. This newly-revised document would then serve to provide direction to the administration, the staff, and the board for the following year. It would be available as an invaluable public relations tool to inform funding authorities, other interested organizations, and the community itself that the library is being responsibly managed and that everything possible is being done to satisfy the needs of the community.

PLANNING - A KEY TO THE FUTURE

Planning has become a popular aspect of management and organizational development. As a result, it may be tempting to plan simply because it is expected. Despite its contemporary appeal, planning is not a new form of organizational procedure for improvement. Planning is also not complicated, only time-consuming and occasionally frustrating. So, why should libraries plan?

Library boards and personnel should plan because it can be a responsible or effective means of fulfilling one's organizational responsibilities. And for public libraries, this responsibility is the provision of the best possible resources and services. Planning is not a panacea but instead a deliberate, preferred manner of preparing for the future. Reaction is an integral aspect of reality; deliberate action is an integral aspect of responsible governance and management. Planning is a tool for achieving deliberate action.

As we have recognized, a planning process enables the participants to readily analyze their community, respective library needs, and current operations. This conscious evaluation generates a responsible awareness regardless of any resulting plans for the future. Planning generates a better understanding of the past and present, which fosters a perceptive insight for future action.

The rewards of planning include more than fulfilling a perceived obligation. It offers involvement, cooperation, responsibility, and improvement -- the ideals of organizational development.

Planning can be easy or difficult, but two ingredients "assure" success. These two important factors are attitude and organization. Planning will not occur if it isn't valued and desired. The prospective planning participants must appreciate the benefits of planning and be willing to sacrifice the time and energy. However, not everyone will readily appreciate the need for planning, but an organized awareness may generate interest and support.

The planning leadership should organize the promotion and initiation of planning. This is accomplished with (a) marketing (selling the product of planning) and (b) adopting and pursuing an outlined planning process -- an action/responsibility schedule of what, why, when and who.

Planning is indeed a responsible means of fulfilling future community library needs. The challenge of understanding the present and preparing for the future awaits the library community. Planning is a key to achieving library success.

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Zweizig, Douglas, and Rodger, Eleanor Jo. Output Measures for Public Libraries: A Manual for Standardized Procedures. Chicago: ALA, 1982

Illinois Library Association, Public Library Section. "Avenue to Excellence: Standards for Public Library Service in Illinois." Illinois Libraries 65 (February 1983): 97-136.

CHECKLIST OF LIBRARY BOARD MEMBER'S BASIC DUTIES[5,3]

Library Board Member's Basic Duties[4]:

- ___ Learn what the community needs from the library.
- ___ Take part in setting library's overall objectives.
- ___ Take part in planning a program of library services.
- ___ Take part in setting library policies.
- ___ Ensure the library has adequate funding to serve community needs.
- ___ Attend and take an active part in board and committee meetings.
- ___ Ensure the library conducts its financial, personnel, and business dealings in a legal, prudent, and responsible way.
- ___ Ensure the keeping of accurate and complete minutes of all official meetings.
- ___ Regularly review meetings minutes and pertinent reports.
- ___ Avoid participation in any library decision-making which constitutes a conflict of interest.
- ___ Avoid participation in the administrative or operational aspects of the library.
- ___ Keep aware of trends and developments which affect the library.

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[5] Adapted from Encyclopedia of Management, 3rd edition, edited by Carl Heyel, Van Nostrand Reinhold, Copyright 1982.

Library Board Member's Orientation Manual:

Board Membership.[7]

___ Directory of board members, addresses, telephone numbers, terms, and committee assignments.

___ Duties and responsibilities of board member.

Library Orientation.

___ Library background

___ Organization chart and list of key personnel

___ Library fact sheet and layout

___ Most recent annual report

___ Description of major programs and services

___ Summary of Long-range plan

___ Narrative regarding affiliation with library networks or systems

Financial.

___ List of budget terms and definitions

___ Sources of library income

___ Current annual budget and/or appropriation documents

___ Financial calendar

Legal.

___ Copies of, or referral to, state laws governing public libraries

___ Copies of, or referral to, laws affecting public boards, (e.g. Open meetings, Open Records, Conflict of Interest, etc.)

Training and Continuing Education.

___ List of professional library organizations with Trustee sections

___ Calendar of upcoming training opportunities

___ Reading list and supplementary materials

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[7] Adapted from Library Trustee, A Practical Guidebook, 3rd ed. by Virginia C. Young, Published by R.R. Bowker Co., c1978.

Library Board's Manual Checklist[8].

Board Members and Board Responsibilities.

___ List of Board Members

___ List of Committees, their duties, and committee members

Legal.

___ Library Board by-laws

___ Copies of, or referral to, noteworthy state and local laws governing board membership and board actions

Program History.

___ Library Fact Sheet

___ Copy of, or referral to, General Policies

___ List of current services and programs

___ Summary of Long-rang plan

Personnel.

___ Organizational Chart

___ List of key library personnel

___ Personnel policies and procedures

___ Job classification descriptions, and salary charts

Financial and contractual.

___ Copy of annual appropriation and /or budget

___ Monthly financial statements for current year

___ Breakdown of funding sources

___ Copy of, or referral to, important contracts and agreements covering the library and/or library board

___ Copy of, or citation to, most recent audit

Minutes and agenda

___ Board minutes

___ Monthly statistics for current year

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[8] Adapted from Nonprofit Boards: A Practical Guide to Roles, Responsibilities, and Performance, by Diane J. Duca, The Oryx Press.

LIBRARY BOARD EFFECTIVENESS CHECKLIST [8]

___ Does the board have its role defined?

___ Does each board committee have its role defined?

___ Does each board member have a position description?

___ Does the board have standards to judge the effectiveness of itself, its committees, and its members?

___ Does the board include members representative of the entire community?

___ Are board members qualified? Do they contribute according to their strengths?

___ Does the board have and use a clear, workable, and responsible definition of policy matters and management matters?

___ Do the board and its committees meet often enough to keep members informed and active?

___ Does the board require a specific and detailed agenda delivered to its members well in advance of meetings?

___ Does the board require information packets on action issues delivered to members well in advance of meetings?

___ Does the board recognize its major role to determine the mission of the library and to ensure that management responds to this mission?

___ Does the board replace members who no longer can or do not contribute? Has the board established a maximum term of service?

___ Does the board have established an evaluation form to evaluate its successes and/or failures

(Adapted from Encyclopedia of Management, 3rd edition, edited by Carl Heyel, Van Nostrand Reinhold, Copyright 1982.)

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[8] Adapted from Encyclopedia of Management, 3rd edition, edited by Carl Heyel, Van Nostrand Reinhold, Copyright 1982.

LIBRARY DIRECTOR'S BOARD MEETING CHECKLIST [9]

General Preparation Guidelines:

___ Establish "Board Meeting" file to hold upcoming agenda items.

___ Review agenda from previous year for cyclical items.

___ Review agenda from previous month for action and report items.

___ Ensure needed reports come in on deadline.

___ Include staff reports on special or on-going programs as a regular agenda item.

___ Review final board agendas and reports for correctness.

___ Distribute agenda and information packets well ahead of time.

___ Prepare for anticipated questions and possible problems.

___ Conduct a pre-meeting review of agenda with board president and/or other key members.

___ Prepare addenda for late-breaking items.

Meeting Logistics:

___ Ensure adequate, effective, and comfortable seating for members, guests, staff with reports, news media, and visitors.

___ Encourage key staff members to attend on a regular basis.

___ Invite all staff members or staff representatives to attend on a regular basis.

___ Distribute meeting agenda and brochures covering board meeting protocol to visitors and guests.

___ Inform public about pre-meeting committee work and report distribution in order to eliminate potential confusion regarding quick action on agenda items.

___ Work with board members to ensure that meetings run on schedule.

Follow-up:

___ Review board actions and prepare report for employees and news media on the day following the meeting.

___ Review reports made by staff members with those staff. Send "well done's" and "thanks" as appropriate.

___ Review meeting results with key staff for developing concerns, action items, information items, and other areas requiring work before next meeting.

___ Review meeting results with key board members to ensure common understanding about the meeting results.

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[9] Adapted from "Put Administrators in Charge of Planning," by Robert G. Stabile. From THE AMERICAN SCHOOL BOARD JOURNAL, June, 1981. copyright, 1981, by the National School Board Association.

HOW GOOD IS OUR LIBRARY BOARD?

Rate your board on the basis of 5 points for each question.

___ 1. Does your board act as a policy making group?

___ 2. In determining policies, does your board take the director's recommendations into consideration?

___ 3. Are your board policies summarized in written form separate from board minutes?

___ 4. Has your board adopted written policies on materials selection? Or adopted the A.L.A. Intellectual Freedom policies? (See Appendix H.)

___ 5. Has your board adopted written personnel policies, including vacation, sick leave, etc?

___ 6. Are your board policies kept up to date by adding newly adopted policies to your policy book?

___ 7. Has you board adopted by-laws?

___ 8. Are board meetings held regularly?

___ 9. Does your board membership include a cross-section of your community or area, such as businessmen, housewives, laboring and professional classes, etc.?

___ 10. Does your board recommend the appointment of new board members rather than perpetuating the same members for continuing terms?

___ 11. Do all members attend library board meetings regularly?

___ 12. Does your board report annually to your governing body explaining its objectives, plans, and needs?

___ 13. Do your by-laws provide for limitations on terms for officers so as to assure rotation in offices?

___ 14. Do your board members think and vote independently rather then being influenced in their decisions by one or two dominant members of the board?

___ 15. Does every board member participate in meetings by taking part in discussions and by contributing ideas at board meetings?

___ 16. Does your board president encourage and give members an opportunity to express themselves freely on policies without any indication of his/her own bias on the subject?

___ 17. Does your board, as a whole, show a progressive attitude by considering new ideas rather than continuing in the same manner as has always been done in the past?

___ 18. Has your board visited other libraries to get ideas?

___ 19. Is you board aware of the services your library could offer if it were properly supported and staffed?

___ 20. Has your board made a study of PLA's A PLANNING PROCESS FOR PUBLIC LIBRARIES?

___ 21. Has your board made a study of financial resources available in the community? The State?

___ 22. Has your board contributed time and effort in public relations for the library?

__________ MY SCORE

GUIDELINES: PAGE # 266

ACTION PLAN FOR BOARD IMPROVEMENT

I think my board needs to work on the following items:

Item	Target date for completion or progress
1.	
2.	
3.	
4.	

TRUSTEE EVALUATE THYSELF [10]

One sign of a good board is its willingness to evaluate itself, even informally, once in a while. Introspection is difficult to make time for, but it will help you focus your energy to avoid burnout. Here's a checklist adapted from that of the Kaskaskia (IL) Library System [11]:

1. Do you understand and respect the different roles and duties of the library director and the board?
2. Have you attended every board meeting and appropriate committee meetings since becoming a trustee?
3. Do you prepare and study the homework necessary to be a well-informed board participant?
4. Do you regularly read at least one library magazine or newsletter and consult relevant books or pamphlets?
5. Do you strive to be aware of the implications of local, state and national legislation? Do you lobby informally and formally at least on the local level?
6. Do you belong to the Missouri Library Association Trustees and Friends Division? How many library, state/regional meetings, or library workshops have you attended as a representative of your library in the last year?
7. How many community events or meetings have you attended as a representative of the library in the past year?
8. Do you accompany the trustee chair or the library director to budget hearings before governing officials or at town meetings? Do you actively work to gain funding from a variety of sources?

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[10] Another similarly good checklist is found in Lorraine M. Williams' book The Library Trustee and the Public Librarian: Partners in Service (Canadian Library Assn., 1989).

[11] The U•N•A•B•A•S•H•E•D Librarian, Number 29, page 26.

9. Have you visited your local library and/or talked to the staff in the last month?

10. Have you reviewed your library's policies and by-laws to make sure you understand the rationale for service?

11. Have you discussed planning with fellow board members and begun working on goals and objectives for the future?

12. When visiting other towns and other states, do you visit the local library to get ideas?

13. Do you evaluate the library director annually and discuss board expectations?

14. Have you recently read Missouri Library Trustees Handbook, and the state library legislation passed in 1990?

15. Do you maintain confidentiality of board business when appropriate? Even if you disagreed with a board decision during discussion of issues, do you represent the decision positively after it is made?

Section 3: THE TRUSTEE CHECKS THE LIBRARY

Adapted from Douglas Downey's article found in The Public Library Trustee (Sept-Dec/1970), this checklist may be useful to trustees. Boards may go through the list, section by section, at meetings over a period of months. Ideally, each question should be answered "yes". Changing "no" answers into "yes" answers may provide great challenges as well as require years of deliberate effort.

IS THE LIBRARY DOING ITS JOB?

Physical Plant

1. Is the main library conveniently located and easily accessible?

2. Are there outlets or access to services in all parts of the community where people are likely to lack private transportation?

3. Is there a large sign outside the library identifying it?

4. Is there adequate parking for both staff and patrons?

5. Is the building space adequate to serve the population based on the following table?[12]

Population	Total Sq Ft per Capita
Under 10,000	.7 to .8
10,000 - 35,000	.6 to .65
35,000 - 100,000	.5 to .6
100,000 - 200,000	.4 to .5
200,000 - 500,000	.35 to .4
500,000 and up	.3

6. Does the library building provide for expansion of service and community growth and for enlargement if and when needed?

7. Is this building safe? Are there adequate emergency exits well marked? Are the floors strong enough to take; if necessary, additional shelf ranges? Has the building been examined to detect potential hazards such as projecting edges for small children and the elderly and have measures been taken to eliminate these hazards? If smoking is permitted in certain areas, are ashtrays always provided?

8. Was the building originally designed as a library? Recently? Did the architect benefit from the services of a qualified library building consultant? Was the buildings' function the primary factor in the design?

9. Has there been a building survey made by a qualified authority within the past ten years?

10. Is the building attractive, inside and out? Are the furnishings both attractive and functional?

11. Can elderly or handicapped patrons reach the main area without having to climb interior or exterior stairs?

12. Is the building's interior plan such that control and supervision are effective and economical?

13. Is the building air conditioned? Adequately heated?

14. Does the lighting meet today's standards?

15. Are acoustical materials used wherever necessary to keep the noise level down?

16. Is there adequate space - office work area for the staff, including an area where supervisors may hold private conversations with their subordinates?

17. Does the staff have its own rest area and washroom facilities?

18. Can the public washroom facilities be adequately controlled?

19. Is there a meeting room for community groups?

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[12] Source: Joseph I Wheeler and Herbert Goldhor Practical Administration of Public Libraries, New York: Harper & Row, 1962

20. Is there provision for patrons' boots and coats?

21. Are there provisions for returning books when the library is closed, such as a book drop or door slot? Is the book drop or door slot designed in such a way that it is impossible for a child or small animal to enter the library through it?

22. Is the shelving adjustable?

23. Is the telephone service adequate? Are there public phones?

24. Is there copying equipment for public use? If microforms, such as microfilm, are part of the collection, do one or more of the readers have provision for making prints?

25. Are there signs identifying various areas of the library and of the collection, explaining procedures (e.g., how to use the card catalog) and various rules?

26. Are there adequate facilities for displays, announcements, exhibits, and the like?

27. Do maintenance costs compare favorable with those for other public buildings in the area?

Services

1. Is the library dedicated to service rather than to the mere storage of books?

2. Does the library have definite goals? In writing? Are these goals discussed periodically?

3. Does the collection meet the needs of the entire community? Do trustees and the staff really know these needs? Is this knowledge based on something tangible, such as a survey? Are community needs reviewed periodically.

4. Does the library offer adequate facilities and services for preschoolers? School-age children? College students? The elderly? Shut-ins? The socially or culturally disadvantaged? Minority groups in your community?

5. Does the library provide or considered providing any of the following:; Periodical collection (bound or on microfilm), file of local newspapers, phonograph records, (circulating), motion picture films, film strips, art slides, art reproductions (circulating), pamphlet file, picture file, college catalogs, out-of-town telephone directories, large-print books, investment information, local history collection, cultural programs, preschool reading hours, bookmobile service?

6. Does the library take full advantage of the services offered the system library (if any) and state library? Are there cooperative arrangements such as interlibrary loan, shared equipment and personnel, etc.?

7. Has the desirability of reciprocal borrowing agreements with other libraries in the area been experienced.

8. Have cooperative acquisitions and cataloging services been considered?

9. Does the library have a written statement of policy for selection of books and related materials?

10. Does the Head Librarian have the authority to approve the selection of books and related materials for purchase?

11. To meet high standards of quality of book selection, does the library have available and use a variety of tools including basic lists (such as the Standard Catalog series), general review publications (such as Book Review Digest, Choice, Library Journal, and Booklist), and subject area periodicals (such as Scientific American and American Historical Review)?

12. Does the library meet at least MINIMUM standards for size of book collection as indicated in the following scale? [13]

Population	Volumes per Capita
Under 10,000	3.5 to 5
10,000 - 35,000	2.75 to 3
35,000 - 100,000	2.5 to 2.75
100,000 - 200,000	1.75 to 2
200,000 - 500,000	1.5
500,000 and up	1 to 1.25

13. If the collection is below these standards, is there a long range plan to meet them?

14. Does annual purchase of new book titles equal 15 to 25 percent of the library's annual budget?

15. Are worn-out and out-of-date books regularly withdrawn from the collection?

16. Are about 65 percent of the adult books nonfiction?

17. Is the library's collection classified according to a recognized system, such as Dewey or Library of congress?

18. Are records for items which are missing or discarded removed from the catalog?

19. Is the library open at least the following hours?

Population	Hours Open to the Public (per week)
Under 5,000	15 - 30
5,000 - 10,000	30 - 45
10,000 - 25,000	45 - 66
25,000 and up	66 - 72

20. Is the library open during the hours most convenient to the community?

21. Is there a catalog of the library collection for public use?

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[13] Source: Wheeler and Goldhor, op. cit. In What Good are Public Library Standards? published in Library Journal February 1, 1970, Wheeler presents a revised set of figures calling, in general, for slightly more books per capita for large and small populations and slightly less for the middle range. Various state agencies also have recommended standards.

22. Is the catalog easily accessible to both public and staff?

23. Are directions for use posted on or near the catalog.

24. Is there a special area of the library for reference service with the reference collection nearby?

25. Are staff members trained to refer borrowers to the proper desk or department.

26. Does the library have a program of service for adults and young people which includes instruction in the use of books and libraries?

27. Does the library provide individual reading guidance?

28. Does the library supplement programs of community organizations by preparing booklists or arranging exhibits?

29. Does the library cooperate with community organizations in program planning?

30. Does the library maintain a list of community organizations?

Staff

1. Is there an agreement, tacit or otherwise, with the Head Librarian as to what is policy and what is administration? Does the librarian administer without constant interference from the board?

2. Does the library have at least one staff member (full-time or equivalent), exclusive of maintenance personnel, for each 2,000 people in the area served?

3. Is there a professional librarian on duty all hours the library is open?

4. Are there written, up-to-date job descriptions?

5. Are the duties and responsibilities of each library position clearly defined, recognizing distinctions between professional and non-professional work?

6. Is there a formal (that is, officially adopted) salary scale? Are its contents known to the staff?

7. Is the salary scale regularly reviewed by the board?

8. Does the board know the going rate for professional librarians, clerks, secretaries, pages, and custodial personnel? Does the library compare favorably?

9. Is there a merit-incentive factor for pay increases? If so, are there safeguards to make certain it is administered objectively and fairly?

10. Do the fringe benefits equal those offered by other public bodies in the area? Do they compare favorably with those offered by local private industry?

11. Are all members of the staff informed through a manual or other means of the library's personnel policies on such matters as vacation, sick leave, salary increments, pension, hospitalization, insurance, and other fringe benefits?

12. Is the annual vacation allowance for full-time professional employees in conformity with the generally

accepted standard of at least one month per year?

13. For the non-professional staff is the vacation period in conformity with local practice?

14. Is the work week for full-time staff member within the range of 35-40 hours?

15. Is a five-day work week scheduled whenever possible?

16. Is a rest period of at least 10 minutes provided during a continuous four-hour work period?

17. Is a regularly scheduled meal period provided for full-time staff members?

18. When overtime work is required is payment made at the rate of time and one half either in salary or time off?

19. Does the library provide a specific allotment of sick leave?

20. Is unused sick leave accumulated to the staff member's credit?

21. Are staff members encouraged through staff meeting or other methods to offer suggestions for improving library services and procedures?

22. Does the library have a low turnover of personnel? If not, does the board know why?

23. Is the major portion of staff man-hours provided by full-time employees rather than part-time and/or volunteers.

Community Relations

1. Does the board know the image the library projects to the community? Do the trustees know why it projects that image?

2. Do the trustees have a planned, continuously operating public relations program?

3. Do photographs or stories of library activities appear in the local press and other available media at least once a month?

4. Does the library have newsletters? Do they reach all citizens rather than only library patrons?

5. Does the public relations program have as one goal the encouragement of use of the library by persons not now patrons?

6. Are the board meetings open to the public? Are they attended by observers and the local press?

7. Are the persons on the charge desk courteous and helpful to patrons?

8. Do the official policies toward overdue books, juvenile behavior problems, etc., take into consideration the poor public relations generated by excessive harshness?

9. Does the board and library maintain good working relations with municipal and school officials?

10. Does the library extend borrowing privileges to persons serving your community even though they may live outside it; i.e., teachers, public employees, etc?

Finances

1. Are you taking full advantage of all existing programs, local, state, and federal that may assist the library?

2. Does the Head Librarian meet with the board or a committee of the board to determine budget needs on the basis of which the Librarian then prepares the annual budget?

3. Does the board determine the service needs of the community that should be met by the library and then formulate the budget to meet those needs?

4. Does the board adopt the budget at an official meeting or approve it at an official meeting before submitting it to the governing body?

5. Do members of the board participate in the presentation of the budget to the governing body?

6. Does the board have a policy for accepting gifts? Does this policy make it possible to politely decline unwanted gifts?

7. Does the board have an organized gift solicitation program?

8. Does the board regularly approach local philanthropic groups as to how they can assist the library, keeping in mind their interests and ideas?

9. Does the board acknowledge all gifts promptly and appropriately.

10. Does the board refuse gifts with undesirable strings attached such as those that would require the board to surrender some policy making powers to the donor?

ARE TRUSTEES DOING THEIR JOB?

Organization and Administration

1. Are the trustees familiar with the statutes and/or ordinances that govern your operations?

2. Does the board operate under a written set of bylaws? Are the meetings run in such a way that a minimum amount of time is devoted to formalities, procedural questions, trivial details, and other unimportant but time consuming matters?

3. Does the board meet monthly at a regular time with an agenda that has been distributed in advance?

4. Does the Head Librarian attend all board meetings and committee meetings?

5. Does the Head Librarian present a monthly written report to the board?

6. Is there a training or orientation program for new trustees? Is this program jointly conducted by the Head Librarian and senior trustees?

7. Has the library adopted a written statement of clear and specific objectives which serves as the basis of services and activities? Is there a policy decision as extracted from the minutes of the board meetings?

8. Are the statement of objectives and the policy manual reviewed at least once every two years and revised if necessary in the light of new development?

9. Is there a step-by-step plan for the future growth and development of the library?

10. Does the library prepare an annual report for the public and/or the governing body of the municipality? Is this report widely distributed?

11. Do members of the board and of the staff attend national, state, and regional library meetings?

12. Does the library provide funds to pay expenses to such meetings?

13. Is there adequate communication between the Head Librarian and the board, between the board president and other members, between the board and related public bodies, and among the various members of the board? Are routine reports distributed to the board prior to meetings so they can be studied in advance? Are copies of memos, reports, letters, etc., distributed to all parties concerned, including the Head Librarian.

14. Are clerical duties (such as recording the minutes or keeping the books) assigned to staff members or outside services rather than to board members?

THE TRUSTEE

1. Does each trustee attend all or virtually all meetings of the board and committees to which each is assigned?

2. Does each trustee do the necessary homework to be well-informed?

3. Is each member courteous toward fellow trustees, even when in disagreement?

4. Does each trustee have a library card and use it regularly?

5. Does the board know the library's history and its rationale for all its various policies?

6. Do board members refrain from demanding special privileges (first choice of best-sellers, special service, etc.) and, if offered politely decline them?

7. Are the board members aware of the various books, pamphlets, and manuals on trusteeship and use them?

8. Are current library issues and problems (local as well as nationally) brought to the board's attention by the librarian?

9. Are all the trustees members of the state library association and other such groups?

10. Do board members regularly attend state, regional or national meetings of trustees and librarians?

11. When visiting other areas, do board members ever visit the local library?

12. Does each member of the board keep informed on library legislation at the local, state and national level?

Sample letter to Congressmen (American Library Association Format)

To your Senator:
The Honorable ___________
United State Senator
Washington, DC 20510

Dear Senator:

To your Representative:
The Honorable ___________
US House of Representatives
Washington, DC 20515

Dear Mr/Mrs/MS

Sincerely yours: Is still in good taste in closing the letter. Remember to sign your name and surname. If you use a title in your signature (Miss, Mrs, etc.) be sure to enclose it in parenthesis.

To your State Senator:

The Honorable _____________
Montana State Legislature
Capitol Hill Station
Helena, MT 59620

Dear Mr/Mrs/Ms _____________

To your State Representative:

The Honorable _____________
Montana State Legislature
Capitol Hill Station
Helena, MT 59620

Dear Mr/Mrs/Ms _____________

Suggestions in writing these letters (from ALA office):

1. When referring to a specific bill or act, refer to it by number or popular name.

2. Fill your letter with facts and figures defining a position clearly.

3. Give concrete statement of reasons for support and give your expertise or relation to the bill under discussion.

4. Keep it short.

5. Get the letter off before scheduled action on the bill so your representative receives your opinion in time.

6. The congressperson deserves a thank you when he/she has done something of which you approve.

FUND RAISING
Step by Step

If a reporter planned to write an article on librarians' concerns about libraries, he or she would find many commonly shared concerns. Privacy of patron records, security, and preservation of materials are among concerns that would be mentioned. And near the top of the list would be funding. Libraries seem to be competing now more than ever for public and private funding. Although a library could hardly be totally supported by monies gained from its own fund raising, such monies could make a crucial difference in general book budgets, special collections, and programming. With every organization running telephone campaigns, sponsoring telethons, and other activities for one cause or another, it is imperative that librarians, Friends groups, campus organizations and others make the most out of fund raising opportunities. Organization and creativity are keys to successful fund raising events.

Listed below are basic steps that can help any library with fund raising:

1. Identify a specific use for funds and set a monetary goal.
2. Choose a project that will best suit your community and has the possibility of being a money-maker.
3. Get permission from appropriate officials to hold the fund raiser and obtain any licenses that are necessary (such as Health Department temporary permits for food preparation, use permits, etc.).
4. Contact the local IRS office to confirm the legality of the project for a non-profit organization.
5. Organize the event. Put together a team of people to plan and carry out the project.
6. Publicize on radio, television, and in newspapers. Distribute posters and brochures. (Local businesses are frequently willing to donate printing in exchange for media mentions.)
7. On the day of the event, prepare a change box with adequate bills and coins and designate people to handle it.
8. Keep a receipt book for tax deduction purposes.
9. Make a list of purchases.
10. Take photographs for the press. (Better yet, invite the press.)
11. Count and deposit the money (in a special account), and close the books.
12. Send thank-you notes to volunteers and businesses who helped, as well as letters to newspaper editors.
13. Use the money raised to achieve the desired goal, keeping an account of exactly how the money was spent, and publicize again.

If, after reading the above list, you are thinking "Why do it? We'll never break even," or if you have other questions, here are seven fund-raising questions answered in an American Library Association publication Success Stories: How 15 Libraries Raised Money and Public Awareness. These are encouraging examples for those who still doubt the role of fund raising events in raising money as well as in improving public relations.

SEVEN FUND-RAISING QUESTIONS: THESE PROJECTS HAVE THE ANSWERS

1. IF WE START FINDING ALTERNATIVE SOURCES OF REVENUE, WILL OUR ESTABLISHED FUNDING SOURCES CUT BACK ON OUR SUPPORT?

This difficult question has no definitive answer. Yet the response of communities described in this book is encouraging. Many communities want to support their libraries. They often are delighted when the library comes up with a new money-making scheme.

For example, government officials in Laramie became extremely enthusiastic about Albany County Public Library's fund-raising campaign for a new building when they learned that the library had received a challenge grant. The county sold some property and donated the proceeds to the library so the library would be entitled to an additional amount from the grant.

The city donated some land toward the construction. The value of the property again entitled the library to grant funds. And when the state heard about Albany's efforts, it awarded the library a special grant from the State Farm Loan Board to purchase new books!

In fact, the library could find itself in double jeopardy if it doesn't find new sources of revenue. Altoona Area Public Library reported that when it was faced with another deficit, it could not decrease its staff any further without lowering services and risking loss of state aid.

Libraries protect their new money by putting it into endowment and trust funds, usually managed by the Friends. Only the interest in an endowment fund is used; the principle is never touched. Trust fund accounts are managed by trustees. Guidelines often are established as to how the fund should be used. Both kinds of funds protect the money from taxes.

And here's an interesting twist. In Kentucky, Lexington Public Library lobbied the Urban County Council to award a cable franchise to the cable company that would purchase a new automated system for the library and make it a minority partner. The company offered the library 20 percent of the stock, valued at $3 million. The council awarded the franchise to a different company, but one that agreed to purchase the new equipment for the library.

2. WON'T A SPECIAL FUND-RAISING PROJECT JEOPARDIZE THE LIBRARY'S TAX-EXEMPT STATUS?

No. Every project listed in this book was exempt from taxes. Each library outlined its plans in a letter to the local IRS district director. An endowment fund, gala benefit, direct-mail solicitation--in each instance the project was okayed by the IRS.

3. CAN WE REALLY MAKE MONEY? WON'T WE JUST HAVE TO SPEND WHAT WE MAKE?

Ask the folks at Tulsa City-County Public Library. They raised more than $1 million for the Tulsa Library Endowment Fund and spent $2000. Altoona Area Public Library spent $101 for a newspaper ad after its Library Telethon. It raised $28,000 in seven and a half hours. The margin of profit varies, but good planning will yield high returns.

4. HOW CAN WE KEEP GOING BACK TO THE SAME WELL? DON'T PEOPLE GET OFFENDED IF THEY REPEATEDLY ARE ASKED FOR DONATIONS FROM THE LIBRARY?

Au contraire. Ninety percent of the gifts are made by ten percent of the donors. People are flattered--asking them to support your cause is a compliment, whether you're seeking $5 or $5000.

And many of the activities here have built-in benefits for the donors--the contribution is tax deductible, a donation to the library is a contribution to a local cultural institution and that makes anyone look good and the donation could be made for something of real value to the donor--the Friends of the San Juan Island Library, Friday Harbor, Wash., sponsored a circus performance; in Clarksdale, Miss., the library published a local history book.

5. WHICH IS MORE EFFECTIVE: GOING AFTER THE "BIG" FISH OR THE "LITTLE" FISH?

Are we talking apples, oranges or fruit salad? In its evaluation, St. Paul Public Library said, "Devoting more energy in soliciting a few major gifts provided a better return than trying to raise money with a large number of small gifts."

On the other hand, Albany County Public Library decided in its initial planning to involve the entire community in its fund-raising efforts. The library relied on everything from direct mail to an aluminum can from a six-year-old boy to a benefit dinner with James Michener. And ironically, Tulsa City-County Public Library thought a weakness in its project was that "the techniques used did not directly reach a broad segment of the community."

What we're seeing here are different projects designed to fit different target groups. Mercer County Public Library scored quite a coup when it brought in basketball coach Joe B. Hall for its fund raiser. But that's Kentucky, a state where college basketball reaches mythic proportions. In Tuscaloosa, Ala., however, Friends of the library staged an elegant showing of fine tableware.

You should feel free to tailor any idea (especially the ones in this book) to suit your community. Just be sure to know your community.

6. LIBRARY NEWS IS STALE NEWS TO OUR LOCAL PRESS. HOW CAN WE GET THEIR ATTENTION?

Remember that your campaign is a fresh, new story. Establish a committee to plan a promotion strategy. Make personal contacts. Develop interesting angles and features to attract publicity.

. Kresge Library held a press party in July to generate interest in its Glydenbourne Festival scheduled for September. Complete press kits were distributed.

. In Quincy, Mass., Thomas Crane Public Library's Book Bobby Campaign had no trouble attracting press coverage. A newspaper story on book theft was the catalyst for the campaign.

. Altoona Area Public Library had been holding fund raisers for years, but to really increase support it had to generate new interest. The press loved the Telethon and supported it all the way. For example, a newspaper editorial broke down the $33,000 the library had to raise in more approachable terms: "The price of a movie for 9428 people, or the cost of a $2.95 paperback for 11,187 people." A radio editorial supported the fund raiser by simply listing some library holdings: "145,000 books, 5000 records and audio cassettes, 25 current newspapers, 400 magazines, 100 educational toys."

Those statistics made great copy. Guess where they came from? That's right, the library. Before you launch a campaign, be sure to have facts and figures. Gathering facts is a lot of work, but it must be done. Just do it ahead of time. These projects should help you anticipate the kinds of questions and information the press will be interested in. Be prepared!

8. WE ALWAYS NEED MONEY. SHOULD WE CONCENTRATE ON LONG-TERM OR SHORT-TERM FUND RAISING?

It's hard to say. Some of these fund-raising projects were the result of a library's long hard look at its finances. Other projects were responses to an immediate need--Tuscaloosa needed new doors; Jefferson County Public Library System, Louisville, Ga., wanted to save its Steinway; Montclair Public Library wanted to refurbish the library. These libraries plunged head first into fund raising and always came up swimming.

In each of these instances the library realized that it could pull off a fund-raising campaign. The success gave them the confidence they needed to try again.

. Mercer County Public Library: "The gala has brought increased focus to fund-raising efforts and long-range planning and represented an investment in the future for the library in this community."

. Montclair Public Library: "This project and its success will serve as a basis from which we can launch more successful fund raisers."

. Thomas Crane Public Library: "It was not only fun, but it provided a small sense that we aren't totally subject to the whims of municipal finances."

Even if you see a long-term need, a quick-term solution can give you the confidence to take on a larger project, establish in the community the library's plight and its need for more funding and give the library some needed publicity. It will remind people that you are there for them and will increase your users. These patrons will be supporters of your next campaign.

New fund raising ideas are being developed every day. In addition to such traditional events as book sales, bake sales, craft sales, car washes, etc., libraries are branching into the publishing business with library postcards, art posters, t-shirts and calendars. Friends' gift shops, similar to those found in museums, are becoming popular sources of income. The main public library in downtown Seattle, Washington, has recently opened a sidewalk cafe to boost income.

All types of events can raise money for libraries. They just need a little imagination, willing volunteers, organization, and often elbow grease to be successful. In any community, and in any type of library, there are abundant people and organization resources to tap for a fund raiser. Printers and restaurants are frequently willing to donate supplies and services in exchange for publicity. Civic groups, such as the Lions' Club and Jaycees, can provide people power. Your local Friends group, along with other volunteers, are very likely to be helpful. Simply ask. The results may amaze you.

Section 5:

THE LIBRARY BOARD AND PUBLIC RELATIONS

by Alice Ihrig

Some of the most effective public relations for the library is done by members of the library board - who may not know that is what they are doing when they "talk library" to their friends.

Everything said about the library adds to the community awareness of an important service, and trustees need to plan to take advantage of the many opportunities they have to boost the library.

As objectives are set for a year, they should include a commitment on the part of the trustees to try and report on a specific project dealing with the public.

Suggestions:

1. Assignment of specific community leaders to trustees to arrange an interview to share library status, progress, and future plans.

   Include some "unlikelies," such as community leaders who do not know or use the library, newcomers managing a local business or plant, the new minister, or new school superintendent.

2. Visits to media representatives in the community (even if the library has a public relations staff member, in which case go together.)

   Make up a small collection of information to give to the media representatives: A summary of the library's plan, current activity flyers or brochures, the name of the person to talk with at the library, a listing of advance coming events, a review or two on some new books which would be of interest to the media representative.

   Ask the media people WHAT they can use, in what form they wish to receive it, how often they can give coverage.

   Ask them for any ideas they have for giving publicity to the library. Let them think of interviews and regular break-in announcements and even regular shows, as on local cable.

   Absorb but don't promise. Ideas, comments and even complaints should be brought back to the librarian and board for discussion as tools in planning regular public relations.

3. Speaking dates for trustees at local organization meetings.

   Agree on what kind of information should be relayed through a speaking date. Prepare a short speech covering the library's interesting history and service pattern, for all to use as the basis for adding current information. Have one trustee demonstrate for the others how a limited speech might be delivered in an interesting way.

These suggestions are in-person use of trustees, capitalizing on their prominence in the community and on their enthusiasm as advocates for the library.

The job becomes "relations with the public" rather than "public relations," the latter often being translated as publicity rather than continuing, informative contacts.

Relations with the public require trustees to BE trustees all the time - to mention their involvement with the library at appropriate moments in their personal, community and business lives. To become known as a member of the library board should be each trustee's goal.

"But what do I say about the library?" is a frequent trustee question.

The answer is to share what you know about the library and its values to the community. Friends and acquaintances should know, through a trustee:

1. It is a responsibility and an honor to be a library trustee.
2. The trustee board has the responsibility of representing the community and speaking for its needs.
3. Trustees participate in planning where the library should go in its efforts to be of service to the total community.
4. Trustees are in a position to see the way the library meets needs, responds to the community and aspires to be an integral part of the lives of people in the community.
5. Trustees seek to be knowledgeable about libraries of all kinds and to help put into practice the best ideas.
6. Trustees seek support for libraries - in local funds and state and national programs, lobby for needed legislation, and ask their friends to do likewise.
7. Trustees are always looking for library users by describing services and urging use of the library.
8. Trustees value the community involvement concept that establishes a library board and look for concerned people who would be interested in backing trustees.
9. Trustees encourage groups like the Friends to support the library.
10. Trustees are listeners - asking people in the community to respond and to make suggestions which can be relayed to the board and the staff to generate ideas.

To become an effective sharer, trustees need to know a great deal about what the library does. The board should ask the librarian to make regular reports on the effectiveness of the library - what it is doing for people, success stories, anecdotes. Armed with the philosophy of good library service, comprehensive knowledge of what the library offers and the incentive to increase public awareness and thus use and support, the trustee will find it increasingly easier to be a vocal advocate.

----taken from THE ROLE OF TRUSTEES
a workshop for Trustees and their
Library Directors
Colorado State Library

Section 6: TRUSTEES INVOLVEMENT IN LONG RANGE PLANNING

MELISSA CARR

HEAD OF REGIONAL SERVICES

DANIEL BOONE REGIONAL LIBRARY

SEPTEMBER, 1989

I. WHAT IS LONG RANGE PLANNING AND WHY DO IT?

Daniel Boone Regional Library is constantly striving to improve, to achieve excellence, and to become the best public library for our communities. To achieve the best, the library has to have a vision of what is the best. The planning process is a tool which helps us articulate our vision of the best and take steps to bring it to reality. "Planning is dynamic, it provides choices and options, enabling you to shape the future of your library by making informed decisions about services, staff, and financed resources". (Planning and Role Setting For Public Libraries, page 1 (P & RS))

WHY LONG RANGE PLANNING?

Long range planning "provides a powerful means to better allocate existing resources, identify service priorities, demonstrate accountability and accomplish stated objectives" (P & RS page XIX)

According to the Director, Gene Martin, the planning process was to help the library staff "determine those things that we do well or that no one else does and the dispense with those things other people do better." This process was also viewed as a budgeting tool: it could help to determine priorities either by defining areas to cut should the tax levies fail or by delineating areas to improve should the tax levies pass.

As the process developed, other benefits became apparent. It gave the regional system, as well as individual staff members, a sense of direction, and it proved to be an excellent means of communication with the staff and Board about the philosophy of the library. The process also allowed a forum for the discussion of regional issues and opportunity to evaluate services on a regional basis. Perhaps most important of all, it gave the entire Daniel Boone Regional Library staff a chance to be part of the decision making process.

II. THE PROCESS: AND HOW BOARD AND PUBLIC CAN PARTICIPATE

The Daniel Boone Regional Library utilized the process as outlined in "A Planning Process for Public Libraries" for its first cycle of planning (1985-1989).

The process for the next two cycles will be based on the updated ALA manual "Planning and Role Setting For Public Libraries" and will be streamlined to fit the library's particular needs. The steps in this process are:

1. Looking Around
2. Role/Mission Statement
3. Goals
4. Objectives
5. Strategies/Taking Action
6. Writing the Planning Document
7. Implementation and Review

1. LOOKING AROUND

Looking Around is the process of collecting information about the library and its communities which is needed to make decisions during the planning process. This can include information about our communities (demographics, economic conditions, social conditions and educational services) and our library system (building, collections, services, staff, managements, and budget allocation) Some libraries include surveys and/or focus group discussion as part of this step.

Surveys are useful in obtaining information directly from library users, or members of the community. Surveys should, however, only be used when the information is very important and can be obtained in no other fashion. Surveys are an expensive methods of obtaining information and must be well planned and implemented to accomplish their goal.

"Focus Group Discussions provide the qualitative and directional information needed to understand the various needs, belief, attitude and sensitivities of the targeted audience. [14]" They help the library know how people feel about a proposed service.

Focus groups usually consist of 8-12 people chosen for their homogeneity on characteristics related to the subject matter. For example, a focus group of parents of preschoolers could be formed to discuss preschool programming.

The results of this step would be distributed to the Board to utilize as the process develops. The Board itself might be considered a focus group for certain topics.

2. ROLES/MISSION STATEMENT

In this step, a decision is made for this regional system and for this planning cycle as to what our organization will be - what roles we hope to accomplish. Roles are profiles or outlines of library service which the library wants to emphasize. "Each role is a shorthand way of describing a combination of factors important in planning:

*What the library is trying to do
*Who the library is trying to serve
*What resources the library needs to achieve these ends".
(P & RS page 28)

There are eight major roles from which a library may choose: Community Activities Center; Community Information Center; Formal Education Support Center; Independent Learning Center; Popular Materials Library; Preschoolers' Door to Learning; Reference Library, and/or Research Center.

The mission statement is a more concise expression of the library's purpose. It builds on the roles but is not limited to them. The mission and role statements are similar to a job description. They give direction to the library's daily activities and are the basis for the rest of the planning process.

The Board plays an important role in this step, since it is the basis for the rest of the planning process. In most libraries the final determination as to what the roles of the library will be are made by the Board. This determination can be made; based on a draft statement which has been prepared by the staff, or a Board/Staff/Citizen committee; or as a result of the staff and the Board participating in the recommended role selection exercise.

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[14] Focus Group: Linkages to the Community by Susanne Walters, Denver Public Library.

3 & 4. GOALS AND OBJECTIVES

During this step, the library identifies areas of activities that need to be emphasized during the planning cycle. Goals are long range, broad, general statements that describe what the library hopes to accomplish. They flow from the roles and provide a framework for setting objectives.

Objectives are specific ways of achieving goals. They describe the results to be achieved in a given period of time.

Goals and objectives may be generated at the same time or independently utilizing similar methods.

A preliminary list of goals and objectives may be developed by the staff based on the chosen roles and information collected during the "Looking Around" process. This preliminary list can then be discussed by the board and revised. (Sometimes it is easier with a larger group to generate goals/objectives from a preliminary set of ideas.)

Brainstorming is another technique that can be used in developing goals and objectives. The Board and staff can independently brainstorm on ideas. The Planning committee can then transform these ideas into useable goals or objectives.

5. STRATEGIES/TAKING ACTION

In this step, objectives are translated into activities and tasks which help us accomplish our goals. In developing strategies we are focusing on the "means" instead of the "ends". This is the opportunity to examine a variety of options and to choose the best strategy that will accomplish each objective.

Brainstorming is the best initial method to provide a listing of possible strategies or activities. The Planning Committee would then evaluate the strategies to determine a "best" list. The results would be discussed by the staff and Board in preparation for the writing of the final planning document.

6. WRITING THE PLANNING DOCUMENT

After development of strategies, the information from this process is consolidated into a single document. The plan is presented to the staff and the Board for final approval. The result can be utilized as a communication tool and as a reference source for future library decision making.

7. IMPLEMENTATION AND REVIEW

After approval by the Board, the library staff will begin implementation. At several points during the planning cycle, the plan will be reviewed and updated.

Overall, the Board can review the results of the planning process and/or they can gave input as the process develops. Both options require a commitment from the Board to be continually educated in the process and the capabilities of the library. The Board may also want to act as a Focus Group, since they represent the general community.

The "Planning and Role Setting for Public Libraries" manual takes into consideration that all libraries are different and have varying amounts of staff and Board time to devote to a planning process. Therefore, throughout this process there are options for the "level of effort" the library wants to expend. In a participatory management administered library, the staff will have a great deal of input in this process.

APPENDIX G

EVALUATION OF SERVICES

All residents should have access to library services.

All libraries should have the following:

1. Mission Statement and a plan of Service for the community it services
2. Written policies and procedures
3. A duly elected or appointed governing body which meets on a regular basis
4. The following will determine basic library services

    A. Administration

        I. should have a Librarian in charge with an MLS from a ALA accredited institution.

        II. must have personnel necessary to meet the needs of the community

        III. must have a defined source(s) of income

        IV. must prepare and follow an annual budget

        V. must provide an accounting of funds spent from/to source of income

        VI. library should provide protection for library collection, facilities and liabilities through insurance or other unspecified means.

    B. Resource Development.

        I. Collection:

            a. should be developed and designed to meet the needs of the community as determined by:

                1. analysis of area demographics
                2. community survey

            b. materials should be available in necessary formats

            c. 85% of all locally generated requests may be met through local collection

            d. access to materials of other libraries through ILL

            e. access to materials for those unable to use standard print material.

- II. Catalog of holdings available to public.
    - a. bibliographic control - using accepted library standards
    - b. processing of materials
        - 1. inventory control
        - 2. circulation

C. Services

- I. Hours of access that meet community needs. Hours will be set to meet the needs of local residents as determined by:
    - a. community survey; and
    - b. historical review of use patterns.
- II. Facilities.

  Every resident should have access to a library facilities with a:

  15 min drive - urban
  39 min drive - rural
- III. No population should be denied services.
- IV. Qualified staff should be supportive of patrons needs.
- V. Assistive devices should be provided to give access information to those unable to use standard information formats.
- VI. Means to give services to those unable to come to the library.

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15 min drive - urban
30 min drive - rural

III. No population should be denied services.

IV. Qualified staff should be supportive of patrons needs.

V. Assistive devices should be provided to give access information to those unable to use standard information formats.

VI. Means to give services to those unable to come to the library.

HOW GOOD IS OUR LIBRARY?

Rate your library on the basis of 5 points for each question.

_____ 1. Does your library have written objectives agreed upon by librarian and board?

_____ 2. Does your library have written plans for library development agreed upon by librarian and board?

_____ 3. Area all available funds, with the exception of funds for necessary future replacements, spent each year so that a surplus is not accumulated in the library fund?

_____ 4. Does your budget compare favorably with accepted standards?

_____ 5. Does your library take advantage of economies made available by affiliation with cooperatives, such as the film and cataloging and processing cooperatives?

_____ 6. Do your library salaries compare favorably with salary scales in the professions in your community?

_____ 7. Does your staff participate in professional and community activities?

_____ 8. Is a systematic accounting of library funds kept a the library?

_____ 9. Is your library steadily and systematically improving its collection of books and materials?

_____ 10. Is your collection kept timely by systematic withdrawals of worn-out, out-dated or unused materials?

_____ 11. Are books and materials selected by your librarian with the aid of the staff?

_____ 12. Are books and materials kept in good physical condition?

_____ 13. Does your library borrow materials which your library does not have from the State Library through inter-library loan?

_____ 14. Does your library collection include magazines and newspapers?

_____ 15. Does your library collection include records, filmstrips, films, art reproductions, and current pamphlets? (Allow one point for each item.)

_____ 16. Does your library use exhibits in the library, newspaper publicity, radio publicity, printed booklets for readers, displays, and exhibits outside the library? (Allow one point for each item.)

_____ 17. Does your library give reference service by telephone?

_____ 18. Is your library building adequate in 1) central location, 2) inviting appearance, 3) space for service to public, 4) space for staff operations and preparation of materials, 5) modern equipment? (Allow one point for each item.)

_____ 19. Does your library provide service to special groups and community organizations, such as civic clubs, church groups, etc.?

_____ 20. Does your library have adequate service for 1) children, 2) young people, 3) older people, 4) adult readers, 5) special interests of individuals? (Allow one point for each item.)

_______ My Score

HOW GOOD IS OUR LIBRARY DIRECTOR AND STAFF?

Rate your director on the basis of 5 points for each question.

_____ 1. Does your director attend all board meetings except those times at which his/her salary or employment is determined?

_____ 2. Does your director prepare an agenda for board meetings in advance of the meeting?

_____ 3. Does your director report at board meetings on the progress the library is making, as well as giving a statistical report on circulation, etc.?

_____ 4. Does your director prepare an annual budget for board discussion, modification and approval?

_____ 5. Does your director keep informed on library progress by professional reading?

_____ 6. Does your director brief new board members before their first board meeting?

_____ 7. Does your library board employ the best qualified director and staff your library income can provide?

_____ 8. Do you expect and request your director to present plans for improvement and extension of library service?

_____ 9. Does your staff make all possible effort to meet the reading needs and interests of patrons?

_____ 10. Does your director attend professional meetings and workshops?

_____ 11. Is your staff friendly, and do staff members encourage the public to use the services of the library?

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_____ 12. Does your director maintain good staff relations?

_____ 13. Does your board hold your director responsible for the successful administration and operation of your library?

_____ 14. Are your staff salaries adequate for the performance you expect of your staff?

_____ 15. Does your board formally and objectively evaluate the work of your director?

_____ 16. Does your board frankly, objectively and tactfully encourage your director to strengthen weakness in the administration of the library?

_____ 17. Does your board support your director in relations with the staff by handling all complaints and criticisms directly through the director?

_____ 18. Is the library operated for the interests and good of the community rather than for the personal interests of the director?

_____ 19. Does your director serve as technical and professional advisor to your board?

_____ 20. If your director is not professionally trained, is he/she taking steps to secure additional training?

________ My Score

APPENDIX H
INTELLECTUAL FREEDOM

I. All libraries stand strongly for the freedom of thought, the freedom of intellectual activity, the freedom of communication. Therefore, in materials selection policies, libraries must select with the view to present all sides of an issue, not just one particular opinion. For this reason, this library subscribes to the philosophy, policies, and spirit set forth by the American Library Association's "Library Bill of Rights" and the Educational Film Library Association's "Freedom to View". These documents support the guarantee of freedom of the press as stated in the First Amendment to the Constitution of the United States.

II. LIBRARY BILL OF RIGHTS (Revision adopted January 23, 1980, by the ALA Council)

"The American Library Association affirms that all libraries are forums for information and ideas, that the following basic policies should guide their services:

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on a equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use."

An Interpretation of the LIBRARY BILL OF RIGHTS

Throughout history, the focus of censorship has vacillated from generation to generation. Books and other materials have not been selected or have been removed from library collections for many reasons, among which are prejudicial language and ideas, political content, economic theory, social philosophies, religious beliefs, and/or sexual forms of expression.

Some examples of this may include removing or not selecting materials because they are considered by some as racist or sexist; not purchasing conservative religious materials; not selecting materials about or by minorities because it is thought these groups or interests are not represented in a community; or not providing information on or materials from non-mainstream political entities.

Librarians may seek to increase user awareness of materials on various social concerns by many means, including, but not limited to, issuing bibliographies and presenting exhibits and programs.

Librarians have a professional responsibility to be inclusive, not exclusive, in collection development and in the provision of interlibrary loan. Access to all materials legally obtainable should be assured to the user, and policies should not unjustly exclude materials even if they are offensive to the librarian or the user. Collection development should reflect the philosophy inherent in Article 2 of the LIBRARY BILL OF RIGHTS: "Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be prescribed or removed because of partisan or doctrinal disapproval." A balanced collection reflects a diversity of materials, not an equality of numbers. Collection development and the selection of materials should be done according to professional standards and established selection and review procedures.

There are many complex facets to any issue, and variations of context in which issues may be expressed, discussed, or interpreted. Librarians have a professional responsibility to be fair, just, and equitable and to give all library users equal protection in guarding against violation of the library patron's liberty to read, view, or listen to materials and resources protected by the First Amendment, no matter what the viewpoint of the author, creator, or selector. Librarians have an obligation to protect library collections from removal of materials based on personal bias or prejudice, and to select and support the access to materials on all subjects that meet, as closely as possible, the needs and interests of all persons in the community which the library serves. This includes materials that reflect political, economic, religious, social, minority, and sexual issues.

Intellectual Freedom, the essence of equitable library services, promotes no causes, furthers no movements, and favors no viewpoints. It only provides for free access to all expressions of ideas through which any and all sides of a question, cause, or movement may be explored. Toleration is meaningless without tolerance for what some may consider detestable. Librarians cannot justly permit their own preferences to limit their degree of tolerance in collection development, because freedom is indivisible.

(Note: This policy replaces the policy, RACISM, SEXISM, AND OTHER -ISMS IN LIBRARY MATERIALS.)

Adopted July 14, 1982 by the ALA Council.

(ISBN 8389-6552-0)

III. FREEDOM TO READ STATEMENT (Revision adopted on January 28, 1972, by the ALA Council) "The FREEDOM TO READ is guaranteed by the Constitution. Those with faith in free man will stand firm on these Constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights. We therefore affirm these propositions:

1. It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those which are unorthodox or unpopular with the majority.

2. Publishers, librarians, and booksellers do not need to endorse every idea or presentation contained in the books they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what books should be published or circulated.

3. It is contrary to the public interest for publishers or librarians to determine the acceptability of a book on the basis of the personal history or political affiliations of the author.

4. There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.

5. It is not in the public interest to force a reader to accept with any book the prejudgment of a label characterizing the book or author as subversive or dangerous.

6. It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large.

7. It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, bookmen can demonstrate that the answer to a bad book is a good one, the answer to a bad idea is a good one."

IV. FREEDOM TO VIEW (Adopted by the Educational Film Library Association, February, 1979)

"The FREEDOM TO VIEW, along with the freedom to speak, to hear, and to read, is protected by the First Amendment to the Constitution of the United States. In a free society, there is no place for censorship of any medium of expression. Therefore, we affirm these principles:

1. It is in the public interest to provide the broadest possible access to films and other audiovisual materials because they have proven to be among the most effective means for communication of ideas. Liberty of circulation is essential to insure the constitutional guarantee of freedom of expression.

2. It is in the public interest to provide for our audiences, films and other audiovisual materials which represent a diversity of views and expression. Selection of a work does not constitute or imply agreement with or approval of the content.

3. It is our professional responsibility to resist the constraint of labeling or prejudging a film on the basis of the moral, religious, or political beliefs of the producer or filmmaker or on the basis of controversial content.

4. It is our professional responsibility to contest vigorously, by all lawful means, every encroachment upon the public's freedom to view."

V. CODE OF ETHICS (Amended July 1, 1981, by the ALA Council)

"1. Librarians must provide the highest level of service through appropriate and usefully organized collections, fair and equitable circulation and service policies, and skillful, accurate, unbiased, and courteous responses to all requests for assistance.

2. Librarians must resist all efforts by groups or individuals to censor library materials.

3. Librarians must protect each user's right to privacy with respect to information sought or received, and materials consulted, borrowed, or acquired.

4. Librarians must adhere to the principles of due process and equality of opportunity in peer relationships and personnel actions.

5. Librarians must distinguish clearly in their actions and statements between their personal philosophies and attitudes and those of an institution or professional body.

6. Librarians must avoid situations in which personal interests might be served or financial benefits gained at the expense of library users, colleagues, or the employing institution."

VI. POLICY ON CONFIDENTIALITY OF LIBRARY RECORDS (Adopted by the ALA Council on January 20, 1971)

"The Council of the American Library Association strongly recommends that the responsible officers of each library in the United States"

1. Formally adopt a policy which specifically recognizes its circulation records and other records identifying the names of library users with library materials as confidential.

2. Advise all librarians and library employees that such records shall not be made available to any agency of state, federal, or local government except pursuant to such process, order, or subpoena as may be authorized under the authority of, and pursuant to, federal, state, or local law relating to civil, criminal, or administrative discovery procedures or legislative investigatory power.

3. Resist the issuance or enforcement of any such process, order, or subpoena until such time as a proper showing of good cause has been made in a court of competent jurisdiction."

VII. ETHICS STATEMENT FOR PUBLIC LIBRARY TRUSTEES (Approved by the PLA Board of Directors, and the ALTA Board of Directors, July 8th, 1985.)

Trustees must promote a high level of library service while observing ethical standards.

Trustees must avoid situations in which personal interests might be served or financial benefits gained at the expense of library users, colleagues, or the institution.

It is incumbent upon any trustee to disqualify himself/herself immediately whenever the appearance of a conflict of interest exists.

Trustees must distinguish clearly in their actions and statements between their personal philosophies and attitudes and those of the institutions, acknowledging the formal position of the board even if they personally disagree.

A trustee must respect the confidential nature of library business while being aware of and in compliance with applicable laws governing freedom of information.

Trustees must be prepared to support to the fullest the efforts of librarians in resisting censorship of library materials by groups or individuals.

Trustees who accept appointment to a library board are expected to perform all of the functions of library trustees.

Appendix I

Lighting

While for convenience of use, the following table sometimes lists locations rather than tasks, the recommended footcandle values have been arrived at for specific visual tasks. The tasks selected for this purpose have been the more difficult ones which commonly occur in the various areas.

In order to assure these values at all times, higher initial levels should be provided as required by the maintenance conditions, and/or the condition of the physical structure.

Where tasks are located near the perimeter of a room special consideration should be given to the arrangement of the luminaries in order to provide the recommended level of illumination of the task.

The illumination levels shown in the table are intended to be minimum on the task irrespective of the plane in which it is located. In some instances, denoted by a (+), the values shown will be for equivalent sphere illumination, E.

Supplementary luminaries may be used in combination with general lighting to achieve these levels. The general lighting should be not less than 20 footcandles and should contribute at least one-tenth the total illumination level.

As more work is done in the area of task lighting and other lighting variations in the interest of energy conservation, the following table will have to be revised.

Area	Interior Lighting	Footcandles on Tasks
Library		
Reading areas		
Reading printed materials		30+
Study and note taking		70+
Conference areas		30+
Seminar rooms		70+
Book stacks (30 inches above floor)		
Active stacks		30
Inactive stacks		5
Book repair and binding		70
Cataloging		70+
Card files		100+
Carrels, individual study areas		70+
Circulation desks		70+
Rare book rooms - archives		
Storage areas		30
Reading areas		100+
Map, picture, and print rooms		
Storage areas		30
Use areas		100+
Audiovisual areas		
Preparation rooms		70
Viewing rooms (variable)		70
Television receiving room (shield viewing screen).		70

Audio listening areas	
General	30
For note taking	70+
Record inspection table	100
Microform areas	
Files	70+
Viewing areas	30

Minimum on the task at any time for young adults with normal and better than 20/30 corrected vision.

+ Equivalent sphere illumination.

The above information was taken directly from the IES Lighting Handbook, edited by John E. Kaufman, New York, Illuminating Engineering Society of North America, 1981.

APPENDIX J

Current Space Needs

LIBRARY BUILDING PROGRAM OUTLINE

Goal: To provide a library building specifically designed to meet the library and information needs of the clientele of the ______________________ Public Library.

I. INTRODUCTION:

- A. The Philosophy of Library Service (Mission Statement)
- B. Size & Description of Service Population
- C. Concise History of Library Service in the Community or Service Area
- D. History of Current Facility
- E. Library Goals, Objectives and Strategies

II. Description of Current Library Services (function, services, programming, collections, activities, etc.)

- A. Function of the library in the community
- B. Services for Adults and Children
- C. Collections:
  - 1. Printed Materials (Current number of volumes)
    - a. Adult - circulating
    - b. Adult - reference
    - c. Children - circulating
    - d. Children - reference
    - e. Periodicals - current
    - f. Periodicals - backfiles
    - g. Special collections
    - h. Other
  - 2. Microforms
    - a. Number of cabinets
    - b. Number of reader/printers

3. Public Access Computing
    a. Number of programs (software)
    b. Method of storage
    c. Number of work stations

4. Audio-Visual Materials
    a. Films (16mm & 8mm)
    b. Records and audio cassette tapes
    c. Video cassette tapes
    d. Art prints
    e. Other

5. Any other materials collections

D. Number of User Seats

1. Adult
    a. Tables
    b. Carrels
    c. Lounge
    d. Other

2. Children
    a. Tables
    b. Carrels
    c. Lounge/cushions
    d. Other

E. Multipurpose Area(s) (square feet & type of facility: classroom/auditorium, small group, availability of water/kitchen, etc.

1. Public (civic groups, community organizations, private gatherings, etc.)

2. Library (administrative/staff, board meetings, etc.)

3. Library (children's & adults' programming)

4. Other

F. Staff/Work Areas (square feet & types of activities)

1. Circulation

2. Acquisitions/Processing/Cataloging

3. Other

G. Other Areas of the Current Facility (restrooms, maintenance & physical plant, non-assignable space, etc.)

H. Explanation of accessibility (vehicles & pedestrians; handicapped), control and maintenance of current facility

I. Other

III. The Proposed Facility (for every area in the proposed facility, a breakdown of spatial needs to accommodate the provision of expanded collections and service areas necessary to reach the goals and objectives outlined above)

A. Entrance

1. Size (usable square footage)

2. Activities/usage

3. Relationship to other areas

4. Visibility

5. Identification (signage)

6. Accessibility (parking, pedestrian, handicapped)

7. Other

a. Environmental requirements

b. Utility requirements

c. Furniture/equipment requirements

d. Other

B. Interior

1. Control area

    a. Location
        i. Visibility
        ii. Relationship to other areas

    b. Staff needs

    c. Circulation desk

    d. Other
        1. Utility provisions
        2. Furniture/equipment needs
        3. Other

2. Adult Services

    a. Location/Relationship to other areas
    b. Activities
    c. Special requirements
    d. Space provisions
        i. Number of volumes
            a. Circulating
            b. Reference
        ii. Microforms storage
        iii. Microforms access (reader/printers)
        iv. Public Access Computers
        v. Public access photocopying
        vi. Number of periodical subscriptions
        vii. Audio-visual materials (number, type, and type & location of storage units)
        viii. User seating (number, type & location)
            a. Tables
            b. Carrels
            c. Lounge
        ix. Special furnishings
            a. Card catalog
            b. Dictionary stand
            c. Atlas case
            d. Vertical Files
            e. Other
    e. Description and location of remaining furniture
    f. Other

3. Children's Services
    a. Location/relationship to other areas
    b. Activities
    c. Special requirements
    d. Space provisions
        i. Number of volumes
            a. Circulating

    - b. Reference
  - ii. Audio visual materials (number, type and type & location of storage units)
  - iii. Seating (number, type & location)
    - a. Tables
    - b. Carrels
    - c. Lounge
  - iv. Special furnishings
    - a. Card Catalog
    - b. Vertical Files
    - c. Other
- e. Description & location of remaining furniture
- f. Other

4. Multipurpose Area(s)
   - a. Location and access
   - b. Uses/Activities
   - c. Number of people to accommodate
   - d. Audio-visual provisions
   - e. Kitchenette
   - f. Storage
   - g. Other
     - i. Utility provisions
     - ii. Environmental provisions
     - iii. Other
5. Staff Areas
   - a. Administrative office(s)
     - i. Location/relationship to other areas
     - ii. Equipment
     - iii. Other
       - a. Utility provisions
       - b. Other
   - b. Work Area(s) (cataloging, processing, etc.)
     - i. Location/relationship to other areas
     - ii. Activities
     - iii. Equipment
     - iv. Other
       - a. Utility provisions
       - b. Other
   - c. Staff lounge
     - i. Location & access
     - ii Activities
     - iii Equipment
     - iv. Other
       - a. Utility provisions
       - b. Kitchenette
       - c. Restroom(s)
       - d. Other

6. Public Restrooms
    a. Location
    b. Control
    c. Other

7. After-hours Book Return
    a. Location
    b. Type
    c. Other

8. Identification Symbols (signage): description & location
    a. Exterior
    b. Interior
    c. Other

9. Fire Detection Equipment

10. Security (building & materials)

11. Special Services
    a. Display/exhibit space
    b. Bookmobile Service
        i. Parking/loading
        ii. Collection storage
        iii. Work space

C. General Comments (List all ideas, decisions, preferences and unresolved questions. Representative subjects are listed below.)

1. Built-ins as part of general design specifications

2. Building materials -- ease of maintenance

3. Shelving -- wood vs. metal, height/depth/endpanels/ canopies, types

4. Compact shelving -- advantages/disadvantages, design requirements

5. Energy/conservation/sources, passive solar energy vs. solid fuels

6. Fenestration/expanses of glass/operable windows vs. total dependence on mechanical systems year-round

7. Heating/ventilating/air conditioning (HVAC), humidity control, location of mechanical room & air movement, ductwork/location of thermostats

8. Landscaping/interior plants -- ease of care & maintenance, saving trees on site

9. Lighting -- natural/variety of types & fixtures, required levels of light

10. Open space vs. walled areas -- impact on future expansion

11. Pigeon-free eaves -- design implications/preventive measures

12. Provision for future expansion -- siting/building design

13. Site selection -- access/traffic patterns, relationship to other community agencies (schools, business district, government offices, etc.), inherent engineering problems (bedrock, soil suitability, flood plain, etc.)

14. Handicapped access -- A main entrance must be at grade level or ramped to allow wheelchair access; ramps must slope at a ratio no smaller than 1:12. All doorways must have at least 28 inches of clear opening; aisles should be at least 36" wide. Restroom facilities must have 25 square feet of clear space between doorways & other barriers, grab bars must be installed at the back & on at least one side of one stall which is designated for use by the physically handicapped, and equipment must be placed at a height convenient for a wheelchair-bound person to reach. Ideally, not only all public areas but also all staff areas in the building will be handicapped accessible and barrier free.

Writing a Building Program Statement: Purpose & Process

What is a Building Program Statement - and why do you need one?

The Library Building Program is a comprehensive written document which fully describes all that a proposed library facility must be, contain, represent, and make provision for.

In the past, this document has been called by many other names: functional program, library improvement program, feasibility study with recommendations, project development program, building planning program, obsolescence report, etc.

Whatever it is called, the document is the cornerstone of a successful client-architect relationship. Only a carefully prepared building program can lead to a building that will work. The building program document communicates ideas to the architect and members of the design team in understandable language. Specific, detailed requirements are enumerated, all of which the design must accommodate. The architect must translate the building program into the desired functional building.

And, it can benefit the library in other ways as well.

The process of preparing the document forces the library director, building committee members, and the library board of trustees to formulate, approve and record a philosophy for the expanded plan of service to be carried out through the new facility.

The coordinated analyses of library operations and functions that must fit into the building compel the library's administration and governing body to justify both existing services and proposed new services in the context of how the library facility will accommodate them.

Library staff and building committee members can use the document as a reference tool to verify and compare what is required by the building program and what has been provided in the facility design. Experience has shown that having a copy of the building program to offer interested architectural design firms engenders exceptionally high interest in a project. Representatives come to interviews not only ready to discuss their qualifications, but often prepared to offer possible solutions to some of the unresolved questions and problems outlined in the document.

The building program will include not only spatial requirements, but lists of ideas, decisions, preferences and unresolved questions which accumulate during the preparation process. These lists are valuable when the building committee comes to discuss and review the document with the architect, each subject will receive due consideration. Good rapport between the library building planning committee and the architect is most important. With the building program as a guide, the architect can review all area functions and relationships, seeking or giving answers to questions that arise.
The result will be a mutual understanding of your preferences in meeting your building requirements.

Who prepares the building program -- and how should it be done?

Experience shows that the library director, who in most cases also chairs the building planning committee, should write the building program. While the document will ultimately come to represent the collective thinking of the committee as well as convey input from members of the staff and public, single authorship is best.

There are several preliminary steps which must be done before any actual writing can begin. These include:

1. Conduct a comprehensive survey of the library and information needs in the service area. Analysis of the results will allow you to discern present and future needs; set down the problems to be solved; look into alternative ways to meet the expressed needs.

2. Within the framework of this new knowledge, and with input from staff and library board members, rethink library goals and objectives, and then outline strategies whereby the library staff can best work toward meeting the expressed library and information needs of the greatest number of users and potential users at the highest feasible levels.

3. Think at length about the library, where it fits into the system, its resources, its present users, its potential users, its strengths, its weaknesses, its friends within the community, its cooperative efforts with other institutions, its programming or lack of programming, and its relationship with funding agencies. Commit all of your thoughts to paper. All salient points, both positive and negative, should find their way into your notes. (This should be done at every step of the process, resulting in a complete file of information and ideas relating to the library, its services and facilities).

4. After making an in-house assessment of the library's present resources and levels of service, develop and expanded plan of service that now includes the necessary additional resources, including the staff required to fully implement it.

5. Seek out librarians and architects who have been through library building projects in the recent past. Ask what they did right, and what mistakes they made. Once you know the mistakes, jot them down on paper. Also note alternative paths you and your building planning committee might explore in order to avoid repeating them in your program.

6. Listen to anyone who wants to talk "new building", reacting responsibly and responsively to each idea and suggestion. If anything beneficial to your project surfaces, add the information to your file.

7. Regardless of the size and nature of your project, approach the experience with determined optimism; there can be a rejuvenating effect on all who become involved. Let enthusiasm prevail in all things.

NOW you're ready to begin writing the building program, which will define the physical resources necessary to carry out the library's expanded plan of service.

The following is a "building program outline." It is designed as a starting point to help you plan for improved library facilities. This is a general program which can be used for new, remodeled or rearranged facilities.

Note that Section I is for introductory information, Section II provides for a more detailed description of your present situation, and sections III and IV concern your planned/desired situation. This is only a guide; include any and all ideas you might have.

When planning a new or expanded library facility you are usually planning for a 20-year time frame. Remember to think about the projected size of your service population, how large the collection will be, and what types of services the library might conceivably be offering twenty years from now. Also be sure to note both the good and the bad of your present situation, and your relationship to their departments/agencies in the community.

The following is a worksheet to help figure the amount of space needed. For complete information and instructions on how to determine current space needs, see Holt's Wisconsin Library Building Project Handbook.

ITEM NUMBER ESTIMATED SPACE EXISTING SPACE REQUIRED

Space Needed ______ at = ____________ ____________ for shelving 10 vols/sq. ft.

Recording ______ at = ____________ ____________ discs 12 per sq. ft.

Carrels ______ at = ____________ ____________ 30 sq. ft./unit

Seating for users

Tables ______ at = ____________ ____________ 25 sq. ft./seat

Lounge ______ at = ____________ ____________ tables 40 sq. ft./seat

Service desks

Circulation ______ staff = ____________ ____________ x 150 sq. ft. each

Reference ______ staff = ____________ ____________ x 150 sq. ft. each

Staff work ______ F.T.E. = ____________ ____________ area x 125 sq. ft. each

TOTAL ____________ ____________

Another helpful measure is linear feet in relation to shelving and volumes to be shelved. Linear feet and square feet cannot be added, however, so the calculation for linear feet is listed separately below:

Books to be shelved ______ at = 7 vols. per ____________ linear ft. of ____________ shelving

GUIDELINES FOR DETERMINING SPACE REQUIREMENTS [15]

		Shelving Space[1]					
Population Served	Size of Book Collection	Linear Feet of Shelving[2]	Amount of Floor Space	Reader Space	Staff Work Space	Estimated Additional Space Needed[3]	Total Floor Space
Under 2,499	10,000 vol.	1.300 linear ft.	1.000 sq. ft.	Min. 400 sq. ft. for 13 seats, at 30 sq. ft. per reader space	300 sq. ft.	300 sq. ft.	2,000 sq. ft.
2,500-4,999	10,000 vol. plus 3 books per capita for pop. over 3,500	1,300 linear ft. Add 1 ft. of shelving for every 8 bks. over 10,000	1.000 sq. ft. Add 1 sq. ft. for every 10 bks. over 10,000	Min. 500 sq. ft. for 16 seats. Add 5 seats per M. over 3,500 pop. served, at 30 sq. ft. per reader space	300 sq. ft.	700 sq. ft.	2,500 sq. ft. or 0.7 sq. ft. per capita, whichever is greater
5,000-9,999	15,000 vol. plus 2 books per capita for pop. over 5,000	1,875 linear ft. Add 1 ft. of shelving for every 8 bks. over 15,000	1,500 sq. ft. Add 1 sq. ft. for every 10 bks. over 15,000	Min. 700 sq. ft. for 23 seats. Add 4 seats per M. over 5,000 pop. served, at 30 sq. ft. per reader space	500 sq. ft. Add 150 sq. ft. for each full time staff member over 3	1,000 sq. ft.	3,500 sq. ft. or 0.7 sq. ft. per capita, whichever is greater
10,000-24,999	20,000 vol. plus 2 books per capita for pop. over 10,000	2,500 linear ft. Add 1 ft. of shelving for every 8 bks. over 20,000	2,000 sq. ft. Add 1 sq. ft. for every 10 bks. over 20,000	Min. 1,200 sq. ft. for 40 seats. Add 4 seats per M. over 10,000 pop. served, at 30 sq. ft. per reader space	1,000 sq. ft. Add 150 sq. ft. for each full time staff member over 7	1,800 sq. ft.	7,000 sq. ft. or 0.7 sq. ft. per capita, whichever is greater
25,000-49,999	50,000 vol. plus 2 books per capita for pop. over 25,000	6,300 linear ft. Add 1 ft. of shelving for every 8 bks. over 50,000	5,000 sq. ft. Add 1 sq. ft. for every 10 bks. over 50,000	Min. 2,250 sq. ft. for 75 seats. Add 3 seats per M. over 25,000 pop. served, at 30 sq. ft. per reader space	1 500 sq. ft. Add 150 sq. ft. for each full time staff member over 13	5,250 sq. ft.	15,000 sq. ft. or 0.6 sq. ft. per capita, whichever is greater

1. See Section III-G. Libraries in systems need only to provide shelving for basic collection plus number of books on loan from resource center at any one time.
2. A standard library shelf equals 3 linear feet.
3. Space for circulation desk, heating and cooling equipment, multipurpose room, stairways, janitors' supplies, toilets, etc., as required by community needs and the program of library services.

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[15] Interim Standards for Small Public Libraries: Guidelines toward Achieving the Goals of Public Library Service. Chicago: American Library Association, 1962.

LIBRARY SPACE PLANNING GUIDE [17]

Introduction

This outline is intended to initiate a larger facilities planning process. By completing this outline, librarians and trustees can quickly obtain a general estimate of their library's space needs. With that estimate, planners can assess the adequacy of the existing overall square footage and they can determine if a more detailed study would be appropriate.

This outline does not presume to offer a precise estimate of space needs. There are many detailed factors affecting space needs and service projections that are not addressed in this booklet. Only six broad types of library space are defined here:

Collection Space
User Seating Space
Staff Work Stations
Meeting Room Space
Special-Use Space
Non-Assignable/Mechanical Space

Calculation of the needs in these broad types of space, however, quantifies the largest share by far of the overall projected space needs. A more detailed study would serve to refine the overall space needs assessment.

Library planners must also acknowledge that availability of space (or lack of it) is not the sole reason for examining physical facilities. Energy efficiency and condition of the heating, ventilating and air conditioning systems (ideal temperature and humidity for preserving materials are 65° - 70° with 35 - 50% humidity), handicapped accessibility, adaptability to meet the electrical and telecommunications requirements of tomorrow's library technologies, and the assessment of the general effectiveness of work flow are all suitable reasons to examine the structure that houses your local library.

Basically, the planning outline adheres to the traditional library planning methodology in which past library experience relating population to library building size determines the facilities that are needed. However, a new planning process based on library service output measures recently introduced by the American Library Association should also be used in this process.

Step-by-Step Planning

Step 1: Service Population

Effective library facilities planning begins with a projection of the service population 20 years hence. Since library buildings are an important capital investment for most communities, it is crucial that they be planned to respond to current **and future** needs. Projected service population issued to calculate several of the categories of library space that follow.

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[17] Source: Connecticut State Library, Division of Library Services, 231 Capitol Avenue, Hartford, CT 06106, 1989.

Estimates of the projected population can typically be obtained from your municipality, county, the regional planning commission, or the State Demographers Office. Local school districts may also be a valuable source for these projections; be aware, however, that school districts service areas will not normally coincide with public library districts.

Most public libraries also serve residents from beyond the boundaries of the municipality in which they are located. To ignore the service implications or traffic generated by these individuals would result in a facility that would be outgrown too quickly.

One method of determining the nonresident service population is to calculate the ration of nonresident transactions by a sample count and apply that ratio to the base population.

Formula for projecting nonresident population to be served:

1. Divide nonresident circulation transactions by the total circulation transactions (this percentage equals the ratio of nonresident population to local population.)
2. Multiply that percentage by the projected local population figure.

Formula for projecting entire service population:

Add projected nonresident population figure to the projected local population figure.

Example:

The town has a population of 8,500. The total circulation transactions were 75,000 (7,500 were nonresident transactions and 67,500 were resident transactions.)

1.	7,500 nonresident transactions - 75,000 resident and nonresident transactions	.10
2.	Primary service population	8,500
	Nonresident population (8,500 x .10)	850
	TOTAL SERVICE POPULATION	9,350

Step 2: Collection Space

Projecting Collection Space

By projecting the library's collection size, the space needed to house the collection can be quantified. It is most effective to make these projects over a 20-year period.

*** Book collection**

There are two methods for calculating book collection size:

1. For libraries that have undersized collections because of the lack of space, a minimum collection size can be projected on a per capita measurement. The chart in Appendix A, p. 12, can be a guide in determining minimum book collection size.

2. An alternate means of projecting collection size is to calculate the **average net additions** to the collection (volumes added minus volumes withdrawn equals net additions) and extend that rate of addition over 20 years.

***Audio recordings, audio cassettes, or compact discs**

Likewise, project the size of this collection 20 years hence. The chart in Appendix A, p. 12, can be a guide in determining minimum needs.

***Periodicals**

Again, project the size of this collection 20 years hence. The chart in Appendix A, p. 12, can be a guide in determining minimum periodical collection.

Calculating Collection Space

The number of volumes that can be stored in a given space can vary from 5 to 22 volumes per square foot, depending on several factors: the height of the shelving, the width of the aisles, and the type of material Reference vs. children's books). A general average is 10 volumes per square foot.

Formula for Books -- To estimate the square feet of space needed to house the library book collection, divide the total projected collection by 10.

Formula for Audio Recordings -- To estimate the square feet of space needed to house the library collection of audio recordings in record bins, divide the total projected collection by 10.

Formula for Video cassettes, Cassettes, Compact Discs -- To estimate the square feet of space needed to house these collections, divide the total projected collection by 15.

Formula for Periodicals -- To determine the square feet of space needed to house periodicals, use the following formulas:

*Take the **current** issues of periodicals housed on display type shelving, and divide the number of titles displayed by 1.5.

*For **back** periodicals, multiply the number of titles of back periodicals by 0.5, and then multiply that product by the average number of years to be retained.

Example: (service population -- 9,350)

	square feet
30,000 volumes - 10	3,000
1,000 recordings - 10	100
300 videocassettes - 15	20
90 current periodicals - 1.5	60
70 back periodicals x 0.5 x 5 years	175
TOTAL COLLECTION SPACE	3,355

LIBRARY OUTPUT MEASURE

As use intensifies, a larger collection will be needed. See appendix A, p. 12, for additional books per capita.

Step 3: User Seating Space

It is recommended that libraries provide **5 user seats** for **every 1,000 people** in their projected service area. Libraries serving **less than 10,000 residents** should provide **7 to 10 seats** for every **1,000 residents**. This recommendation, however, only establishes a base or starting point for further consideration. This user seating does not include meeting room space.

For instance, if your library emphasizes current material and best sellers and encourages browsing use of the collection, fewer seats are needed and the projection should be adjusted downward. If your library emphasizes research material and encourages long-term use by students and scholars, additional seats may be needed and the projection should be adjusted upward.

Just as the specific space required to house the collection depends ont he type of shelving used and the type of material stored there, so the exact amount of space needed for user seating will vary depending on the type of seating: for seating at tables, allow 25 square feet per seat; for seating at study carrels, allow 30 square feet; for seating in lounge chairs, allow 35 square feet, etc.

> Formula for Seating -- To estimate the square feet of space needed to provide adequate user seating, multiply the number of projected seats by 30.

Example (service population -- 9,350): 75 user seats x 30 - 2250 sq. ft.

LIBRARY OUTPUT MEASURES

Library visits per capita - 6.0
In-library use per capita - 2.5
Reference Transactions per capita - .6

These are useful guides to intensity of activity. Libraries with substantial increases over these figures should provide more seating. Many State Libraries, the American Library Association, and the Public Library Association endorse these measures for library use.

Step 4: Staff Work Stations

A new or expanded facility offers the opportunity to reorganize relationships among existing work stations and add new work stations to improve service to the community. To determine the appropriate number of service points and the appropriate staffing levels at each service point, evaluate present staff workloads and examine trends in service patterns (increasing reference use or young adult use, for instance). Examine each existing **and prospective** department or service area (circulation, technical services, reference, children's, etc.); determine if a service point is appropriate given present or anticipated workloads; if so, identify how many staff members are needed to meet the projected service need.

Note that this section refers to the number of staff **work stations**, not the number of individual employees or the number of Full-Time Equivalents

(FTEs) on the library payroll. Obviously, several different individuals can occupy a single work station at different times. Conversely, it may be desirable to provide two or more work stations for certain employees (a children's librarian, for instance, may work a public service desk part of the time **and** have a separate desk or office away from that desk).

By identifying work stations, one focuses on the tasks to be performed in a given area and the ways that these tasks relate to other library operations. An average space allocation is 150 square feet per work station. In practice, some will be larger, and others may be sightly smaller.

> Formula for Work Stations -- To estimate the square feet of space needed for staff work stations, multiply the number of work stations by 150.

Example (service population -- 9,350): # of workstations = 10 (10 x 150 = 1500 sq. ft.) (Four workstations at circulation/information [1 at check in/registration, 1 at checkout, 1 a book sorting, 1 at information] 2 in librarian's office [office and meeting table], 1 in staff room, 3 in technical services)

LIBRARY OUTPUT MEASURE

Greater intensity of use as measured by Reference Transactions per Capita of .6 or higher will require more staff space in the reference area.

Additional temporary staff or volunteers should be considered in estimating staff work space.

Step 5: Meeting Room Space

Most public libraries provide meeting rooms to accommodate library-sponsored program and other community meetings. The number and size of meeting rooms should be determined by the library's anticipated programming activities and by the availability of similar rooms elsewhere in the community for use by other local groups.

There are two basic types of meeting room space: lecture hall or theater seating; and conference room seating. It is not unusual for libraries to provide both types of meeting space. Some libraries with extensive programming activities for children also provide a separate area or room in the children's department to accommodate those activities. Otherwise, children's programs would likely be scheduled in a general meeting room and would prevent other community groups from using the meeting room during certain times.

> Formula for Meeting Room Space -- For seating in a lecture setting, multiply 10 square feet by the number of seats. For seating in a children's program area, allow 10 square feet per seat.

Example (service population -- 9,350)

	square feet
Lecture hall: 60 seats x 10	600
Conference room: 10 seats x 25	250
Children's program area: 25 seats x 10	250
TOTAL MEETING ROOM SPACE	1,100

Relevant to this requirement is: Program Attendance per capita - .20 (the mean). Libraries with greater program attendance should consider additional seating.

Step 6: Special-Use Space

Special-use space provides space for elements of an individual library's program of service or special types of furnishings that haven't been accounted for in earlier sections of this outline.

Special-use space typically constitutes 7-10% of the overall or gross area in a public library building.

For example, the library may offer typewriters or microcomputers for public use. Each user station for public typewriters should allow 40 square feet; public access microcomputers will require more space -- about 60 square feet -- especially if printers and other peripherals are provided.

Formulas for determining special-use space--

1. Add the allocation for the four preceding types of space and multiply that subtotal by 0.1.
2. The following list of representative furnishings and their representative space allocations in square feet could be used. This listing is by no means complete. As a space needs assessment is refined, this section should receive special attention.

	square feet
Small-group study rooms	25 per seat
Modular AV storage units	15 per unit
Card catalog (60-drawer, single face)	35
Card catalog (60-drawer, double face)	100
Atlas/dictionary stand	30
Microfilm/fiche reader	30
Microfilm cabinets	10 per unit
Index table	140
Map file	35
Vertical files	10 per unit
Staff lounge/break rm.	50, + 25 per seat
Paperback rack	35
Newspaper rack	25
Public access catalog terminal	30
Display case	50
Public access microcomputer	60
Photocopier	50
3' single face bookstack display	10
Cassette tape or record display	28
3' locking cabinet	12

Example of special-use space (service population - 9.350)

	square feet
Step 2: Collection space	3.355
Step 3. User seating space	2.250
Step 4. Staff work stations	1.500
Step 5. Meeting room space	1.100
	- 8.205
8.205 square feet x .01	821 sq. ft.

Step 7: Non-Assignable Space

Non-assignable space is that portion of the building that cannot be applied directly toward library service. Some representative types of non-assignable space include: furnace rooms, janitor's closets, storage rooms, vestibules, corridors, stairwells, elevator shafts, and restrooms. Such space is necessary to support the operation of the building, but it cannot be used for providing library services.

Non-assignable space generally comprises between 20 and 30% of the overall or gross square footage of the finished building. A calculation in the next section, "Putting It All Together," will provide a space allocation for non-assignable space.

Step 8: Putting It All Together

The space needs estimates developed in Steps 1-6 of this outline can be added to derive a subtotal representing the assignable space needs.

> Formula for non-assignable space -- Add Steps 2 through 6, and divide by 4.
>
> Formula for overall space needs -- Add Steps 2 through 7.

Example:

Step 1:	Projected population	9,350
		square feet
Step 2:	Collection space	3,355
Step 3:	User seating space	2,250
Step 4:	Staff work stations	1,500
Step 5:	Meeting room space	1,100
Step 6:	Special-use space	821
	SUBTOTAL	9,026
Step 7:	Non-assignable space (Subtotal - 4)	2,257
Step 8:	TOTAL PROJECTED SPACE NEEDS	11,283

Step 9: Site and Parking

The ideal size of the site -- Estimate the site as three times the ground area covered by the building. Approximately one-third (1/3) of the site will be needed for the structure itself; one-third (1/3) for parking, driveways, etc; and one-third (1/3) for landscaping, setbacks, amenities, etc. Very often this ideal site cannot be achieved because of restrictions to the site.

As a check on the site estimate, consider parking as a separate amount. As a rule of thumb, the total number of parking spaces will be one for each staff member plus one-half the number of adult seats in the building. Nearby curb parking and/or commercial parking may often be included. Note that local codes may impose parking requirements. Some codes require as much as 350 square feet of building area per parking space.

Next Steps:

If the facility and site prove feasible, then a thorough building program should be developed with a detailed program form completed for each functional area in the building (see page 13). It will result in a more refined statement of size and contents of the facility, and a more accurate cost estimate.

CONCLUSION

This outline should be completed from time to time, as changing estimates of your community's projected population and demographics warrant, but no less frequently than every five years. Once this outline is completed, library planners will have an estimate of your library's overall space needs. Comparison of this estimate with the existing facility may highlight a significant deficiency in the space your library provides.

If that proves to be the case, the library stands ready to embark upon a most important and exciting mission: a building program. Before writing the building program, there should be a closer examination of the space needs assessment. The space needs assessment can be refined through more narrow examination of the six broad types of space. This is done by

*Classifying the broad types of space discussed in the outline into more functional groups and arrangements.

*Identifying collections or service areas that were not specifically discussed in the context of the outline.

*Describing more specific environments and conditions in the library.

The primary roles and mission of the library will affect the size of the different collections. For example, if the main role of the public library is to be a popular library, then the library features current, high-demand, high-interest materials in a variety of formats for persons of all ages. This facility promotes browsing and has attractive displays and good signage with casual seating. However, if the main role is to be a preschoolers' door to learning, then the library encourages young children to develop an interest in reading and learning through services for children and for parent sand children together. The facility is in a location easily accessible to young children. Ample, inviting space is available for programs and story hours. Shelving and furnishings are attractive, accessible, and comfortable for young children. The roles the library chooses will also effect the size of the collection, which in turn will affect the amount of square footage in that area.

The next step is to determine the number of volumes that will be in each of the following areas: adult nonfiction, adult reference, adult fiction, children's picture books, children's books. In determining the square footage for each area the following factors need to be taken into consideration:

*The height of a typical shelving unit and the number of shelves it can house;

*The length of a typical shelf and how much of each shelf should be used under ordinary circumstances--the "working capacity" of a shelf is only 66% to 80% of its actual length;

*The type of material being shelved (how many volumes can typically be shelved per linear foot of shelf space?); and

*The width of the aisles and the size of the base shelf. (Both factors help to determine the floor space that a representative shelving unit occupies.)

These factors will not be consistent in all parts of a collection. Children's material occupies lower shelves than does adult material. Reference books usually are housed with fewer volumes per linear foot of shelving than other types of material.

Library planners should also remember that, for various parts of the collection, there will always be a portion out in circulation. Completing the following chart will help to determine how full the shelves will be and how much seating should be allocated:

	Total Vols.	% in Circulation	Volumes in house
Adult nonfiction			
Adult reference			
Adult fiction			
Children's picture books			
Children's books			
TOTAL			

Other types of space can be subdivided as well: user seating space, staff work space, special-use space, and so on. At the end of this process, planners will have a space needs assessment organized around the library's functional areas.

With the preparation of a detailed space needs assessment, planners can start to evaluate the merits of different options available to them: new construction, expansion and addition, or adaptation of an existing structure. A building program statement is then prepared which summarizes space needs and the ways that expanded service areas should interrelate in a new or expanded facility.

Few projects are as complex and rewarding as a building program, and few offer such an opportunity to shape the community's library services for years to come. The Library Area form, on p. 14, should be completed for each section of the library, projecting the library's need for each section for 20 years. This form should be included in the building program. This form shows the activities performed in the area; the number of people who will be in the area at one time and throughout the day; architectural features, including notes about lighting levels, accessibility, and environmental controls; furnishings and equipment; interrelationships among departments; number of books, nonbooks, seats, etc. The architect will use a building program statement as a guide when developing plans for a library. The building program becomes a point of common reference between library planners and architect as they consider specific design options.

Your library system and the Division of Library Services can provide continued assistance with the facilities planning process. Planners can also benefit from a review of the literature on library design and construction. See Appendix B for a bibliography.

Library Area [18]

(Circulation/Fiction/Children's/etc.) ____________________________________

Size (square feet) ______________________________ Date ______________________

Activities

Occupancy (at one time) Public Staff Daily Uses

Architectural Features - Ambience

Furnishings and Equipment

Proximity Distance

Books Non-Book Materials

Total Seats: Table Carrel Lounge Staff

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[18] Connecticut State Library • Division of Library Services • Hartford, CT 06106 • April 1989

Space Needs Worksheet

Library/Town ______________________________

Person completing form ____________________ Date ______________

Step 1. Establish Service Population

a. Current local population (for comparison only) ____________
b. Projected local population.. ____________
c. Projected nonresident population to be served: (nonresident circulation transactions ______)
- (total circulation transactions __________) = __________
x (projected local population ____________) .... ____________
d. Service population (b + c) .... ____________

Step 2A. Collection Size

a. Books 1) Minimum volumes, as stated in the Appendix (p. 12), using
the projected population served = ____________; or
2) (Average net additions __________) x 20 years = __________
+ (existing collection __________) = ____________

USE
NUMBER
1 or 2... ________

b. Audio: 1) Minimum audio records, as stated in the Appendix (p. 12),
using projected population served = __________; or
2) Average net additions __________) x 20 years =
__________ + (existing collection __________) =
____

USE
NUMBER
1 or 2... ________

c. Video: (Average net additions __________) x 20 years = __________
+ (existing collection __________) = ... ______________

d. Periodicals 1) Minimum periodical titles on display, as stated in the
Appendix (p. 12), using the projected population served =
______; or
2) Projected current periodicals on display ..__________
3) Back periodical titles in storage ..... __________

USE
NUMBER
1 or 2... ________

Step 2B. Collection Space

a. Books: __________ volumes .... (-10 = ... __________ sq. ft.)
b. Audio recordings: __________ items .... (-10 = ... __________ sq. ft.)
c. Video cassettes: __________ items .... (-15 = ... __________ sq. ft.)
d. Periodicals on display: __________ titles .... (-1.5 = ... __________ sq. ft.)
e. Periodicals stored: ______ titles (x 0.5 x ______ average years retained = __________ sq. ft.)
f. TOTAL (a + b + c + d + e) = ... ______________ sq. ft.

Step 3. User Seating Space

a. Number of seats for projected population under 10,000: 7-10 seats/each 1,000 people... __________
Number of seats for projected population over 10,000: 5 seats/each 1,000 people....... __________
b. Space for seats: (______ seats) x 30 .... ________________ sq. ft.

Step 4. Staff Work Space

a. List staff work stations:

____________________ ____________________ ____________________
____________________ ____________________ ____________________
____________________ ____________________ ____________________
____________________ ____________________ ____________________

b. (______stations) x 150 .... ________ **sq. ft.**

Step 5. Meeting Room Space

a. General meeting space ________ seats x 10 ... ________ sq. ft.
b. Conference room space ________ seats x 25 ... ________ sq. ft.
c. Children's programming space ________ seats x 10 .. ________ sq. ft.
d. TOTAL (a + b + c) .... ________ **sq. ft.**

Step 6. Special-Use Space

a. Collection space (from Collection Space 2B.f.) ...... ________ sq. ft.
User seating space (from 3.b.)....................... ________ sq. ft.
Staff work space (from 4.b.)......................... ________ sq. ft.
Meeting room space (from 5.d.)...................... ________ sq. ft.
b. SUBTOTAL 1.. ________ sq. ft.
c. Multiply (SUBTOTAL) by 0.1......................................__________ **sq. ft.**

(An alternate method is to list specific types of special-use space and their representative space allocations, and enter the total in 6.c.)

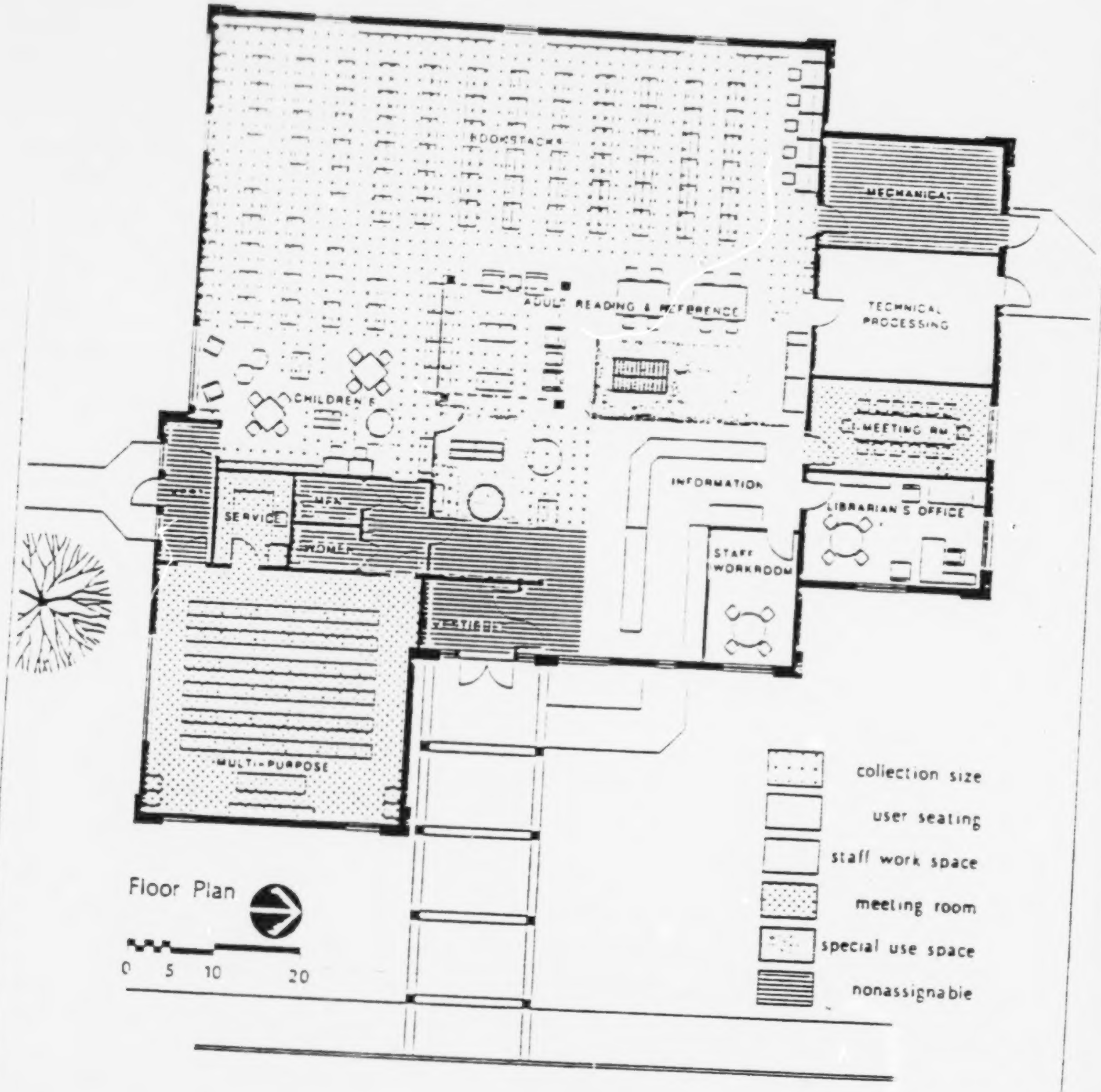
Step 7. Non-Assignable Space

a. SUBTOTAL 1 (from 6.b.)............................ ________ sq. ft.
b. Special-Use space (from 6.c.)....................... ________ sq. ft.
c. SUBTOTAL 2 (a + b)................................ ________ sq. ft.
d. Divide (SUBTOTAL 2) by 4...__________ **sq. ft.**

Step 8. Putting It All Together

a. Collection space (from Collection Space 2B.f.)...... ________ sq. ft.
b. User seating space (from 3.b.)..................... ________ sq. ft.
c. Staff work space (from 4.b.)........................ ________ sq. ft.
d. Meeting room space (from 5.d.)..................... ________ sq. ft.
e. Special-Use space (from 6.c.)....................... ________ sq. ft.
f. Non-Assignable space (from 7.d.).................... ________ sq. ft.
g. GROSS AREA NEEDED (a + b + c + d + e + f)..........................__________ **sq. ft.**

Library
Space Planning Guide


BOOKSTACKS
ADULT READING & REFERENCE
MECHANICAL
TECHNICAL PROCESSING
CHILDREN'S
MEETING RM
INFORMATION
LIBRARIAN'S OFFICE
SERVICE
MEN
WOMEN
STAFF WORKROOM
VESTIBULE
MULTI-PURPOSE
collection size
user seating
staff work space
meeting room
special use space
nonassignable
Floor Plan
0
5
10
20

1. Avenues to Excellence II, by the Illinois Library Association is available at a cost of $15.00. You may purchase this document from: Illinois Library Association, 33 West Grand Avenue, Chicago, IL 60610. Portions of the Missouri Guidelines were excerpted from the Illinois document.

2. Appendix J, section 3 is an outline for drafting a Library Building Program Statement.

2. Silver, Corrinne and Chadwick T. Raymond, Trustee Facts File: Long- and Short-Range Planning. Chicago: Illinois Library Association, 1987.

3. We wish to acknowledge use of Jay Wozney book, "Checklists for Public Library Managers, Scarecrow Press, Inc. Copyright 1989.

4. Encyclopedia of Management, 3rd edition, edited by Carl Heyel, Van Nostrand Reinhold, Copyright 1982.